

AY

1937

Sierra EDUCATIONAL NEWS



Scene in Glacier National Park—En route to N. E. A. Convention at Detroit

ALIFORNIA TEACHERS ASSOCIATION

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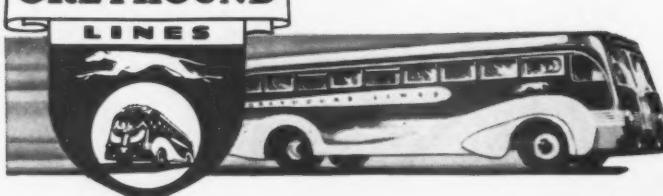
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Cover Picture—Scene in Glacier National Park.

Plate, courtesy of Great Northern Railway

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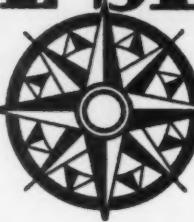
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TRAVEL SECTION



GOLDEN LABRADOR

Leo Cox, *Labrador*

FEW lands, comparatively near these United States, are so littleknown as Labrador. Yet few so well repay a visit in renewed health, mental vigor and real inspiration.

Labrador is an elemental land. Mid-summer nights are golden with the glow of the Northern sun. The beauty of its fjords is intensified by ice formations. Its Esquimo and Indian people are a fascinating study in contrasting primitive sociology. Yet its northern limit of 60 degrees latitude at the Northumberland Straits cuts through many a temperate land in Europe.

Its early history is a matter of sentences. Except for Leif Ericsson's wanderings from Greenland down its coast, Labrador was an unknown hinterland until well on into the 19th century. Today, Labrador and its parent country, Newfoundland, are remarkably

accessible to Americans. Yacht-like cruise liners maintain a regular spring, summer and fall cruise service from Montreal and Quebec to these little known lands, and to the Gaspe coast and the Canadian Maritimes.

A typical Labrador cruise calls at many interesting ports on the Gulf of St. Lawrence; Ste. Anne des Monts; on the Gaspe coast, and quaint Gaspe itself; Charlottetown, in P. E. I.; Corner Brook and Loch Lomond in Western Newfoundland; across the Strait of Belle Isle to 17th century Forteau Bay where Basque fisheries may have been established as early as the 11th century.

At St. Anthony the first real contact with Labrador life is made at the headquarters of the celebrated Grenfell medical, educational, and a social relief mission carried on among Labrador fisherfolk. Here are the hospital, orphanage, school, handicraft centre, greenhouses, barns, tannery, dry dock, and stores



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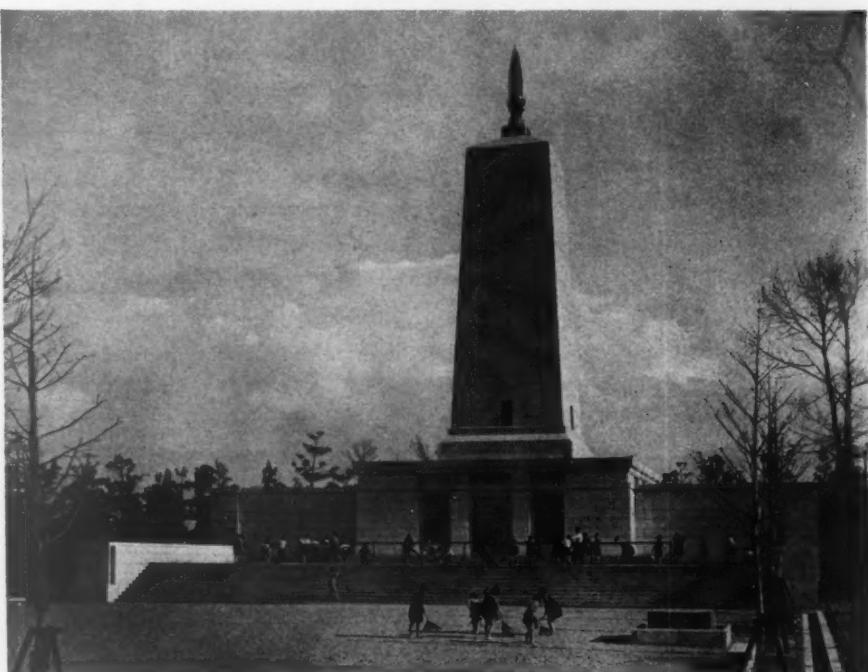
Name _____

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Upon this Education Tower at Osaka, Japan, are the names of the teachers and students who perished in an earthquake there some years ago. Inspired by the heroic deeds (many teachers' bodies were found in positions that had saved the lives of their children) the people of Japan erected this beautiful memorial.

for this great work. The exhibits of hooked rugs, carved ivories, hand-woven goods, wooden toys, always fascinate the visitor.

Battle Harbor on the Labrador Coast, is the site of the first hospital established forty years ago by a young surgeon from England, then Doctor Wilfred T. Grenfell. This is now one of 5 units of auxiliary nursing stations and summer schools, providing the only medical, educational and social relief for the fisherfolk.

This voyage of discovery returns along the lovely Quebec Labrador, or North Shore, visiting Breton fishing ports which received their charters from the great French Louis himself. Among these are Harrington, with a Grenfell hospital; Brad Ore Bay, site of

J A P A N

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The Railways offer these discounts to Teachers only: Japan Proper—20%; Chosen (Korea)—40%; Manchukuo—40%, 50%.

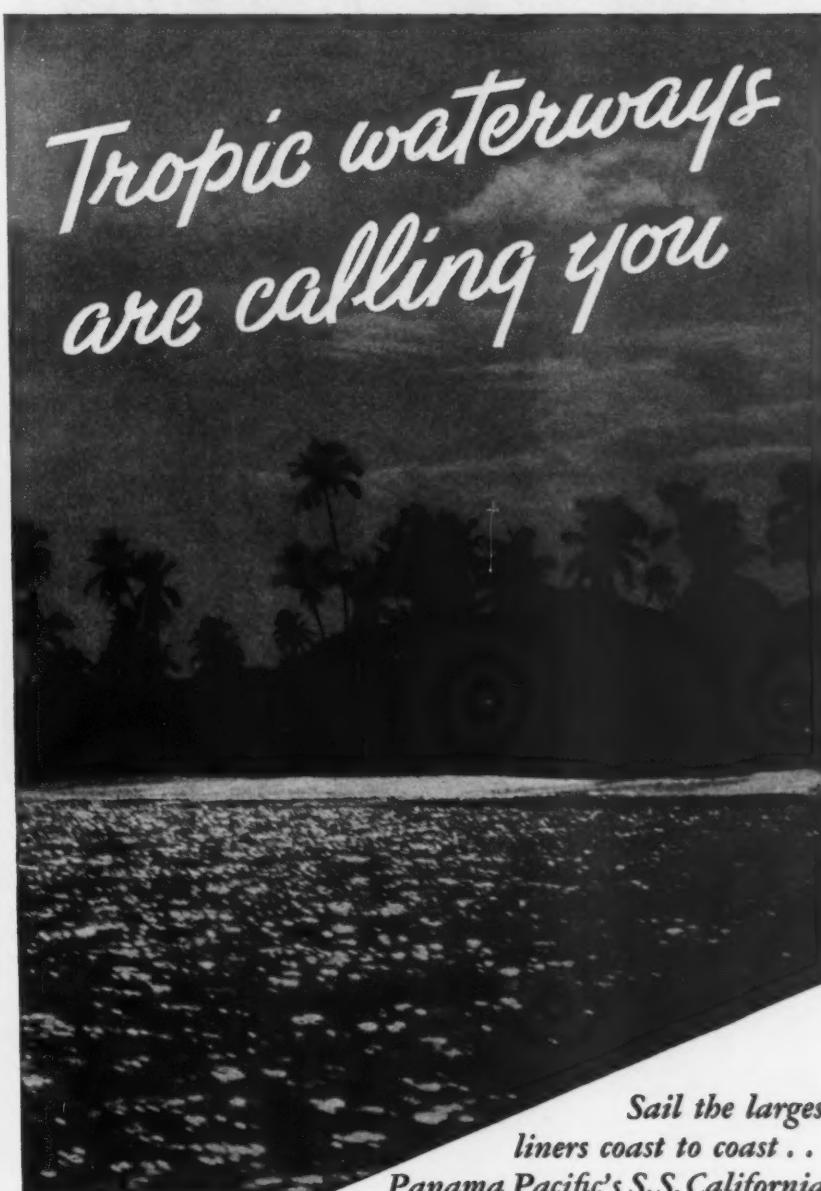
Full details from Travel Agents or consult

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the half mythical city of Brest which antedated Quebec itself; Natashquan built before 1710; Havre St. Pierre, once known as Esquimo Point.

And what a panorama of life and history to treasure in the memory! Noble churches and simple wayside crosses, grey convents and 17th century manors; spinning wheels and hand looms testifying to true native genius in handicrafts; quaint use of oxen, dog-carts, outdoor bake-ovens—all are characteristic of life in every shore village. Northward the different life of Indian and Eskimo is encountered, each with his peculiar talent and character.

* * *

Mountain Play

CALIFORNIA lovers of the out-of-doors are marking on their calendars the date of the 24th annual Mountain Play, set for Sunday, May 23, on Mt. Tamalpais.

The production will be an original drama by C. J. Cook, of San Francisco. The scene of the play, "Thunder in Paradise," is laid in the Hawaiian Islands, at the time of their discovery by Captain Cook, 1778.

The Mountain Play, one of America's unique out-of-door festivals, is the work of a group of mountain lovers, who as the Mountain Play Association, have carried forward a volunteer work of devotion, now nationally recognized as a typical expression of California life.

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Yosemite

AND MARIPOSA BIG TREES

Amazon Tour*California Principal's Summer*

HOWARD O. WELTY, principal, Technical High School, Oakland, and widely known for his travels and archaeological studies, has made numerous visits to Mexico and has promoted international good-will between public schools of California and of Mexico.

Last summer he visited the Indians of the upper Amazon region and also the ancient Inca ruins of Peru. With a motion-picture camera, and both black-and-white and color film, he went to Miami, took the Pan American Clipper, flew through the West Indies and over the Caribbean to Venezuela and down the coast to the Amazon.

Alligators and Ducks

Here he transferred to an 8-passenger plane and flew up the Amazon 1000 miles. After 10 days of alligator and duck hunting, cruising on the Rio Negro, a tributary of the Amazon, and getting acquainted with Brazilian life, he boarded a river steamer and spent 15 days ascending the Amazon to Iquitos, Peru. He spent a week here and then flew the next 600 miles in Peruvian military planes to San Ramon in the Andean foothills. From here he made an 8-day trip by canoe and raft down the Perene river to visit the Campa Indian tribe.

On completion of this side-trip, he visited the famous Indian market-city of Huancayo, 200 miles back from the Pacific coast in the Andes. He then crossed the Andes at 16,000 feet elevation and arrived at Lima. After a few days in "The City of the Kings," he came north to Panama, stopping a day in Guayaquil, Ecuador. He crossed the Isthmus twice and photographed, in color, the whole length of the canal.

Mr. Welty has given several University of California extension courses on Mexico and on the American Indian. His recent film travelog "The Amazon by Clipper and Canoe" has been in much demand throughout the Bay Area and Northern California.

* * *

H. L. Forkner, acting principal, Merritt Business School, Oakland, goes to Teachers College, Columbia University, next fall as associate professor of education in charge of commercial and vocational education.

MEXICO

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Bitter Root
Mountains



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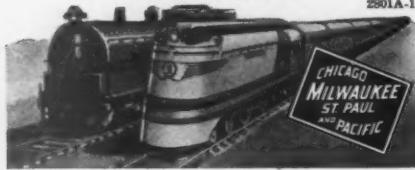
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Summer vacation courses for modern French at University of Lausanne will be held in four series of three weeks each, from July 19-October 9. Practical instruction is given in small classes from 15-20 pupils. Fees are modest, both at Geneva and Lausanne.

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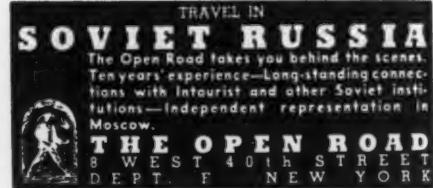


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Instructor Travel Contest

THE Instructor, nationally-known teachers magazine published at Dansville, New York, annually conducts a travel contest open to state teachers. W. D. Conklin is editor; 25 cash prizes totalling \$1000; first prize \$500. Contest closes October 15.

Any interested California teacher should write to Mr. Conklin for coupon, coversheet and rules.

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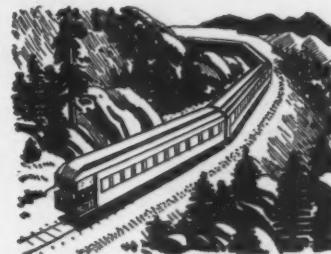
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See the magnificent Evergreen Play-ground of Oregon and Washington. Speed through the heart of the wild Cascade Mountains. **SHASTA ROUTE**

**SUMMER FARES START MAY 15.**

Summer excursion fares to the East are in effect from May 15 to October 15. For example, \$57.35 to Chicago and back in air-conditioned chair cars; \$68.80 in air-conditioned tourist sleeping cars (small extra charge for berth); \$86 in air-conditioned standard Pullmans (berth extra). Choice of Southern Pacific routes. Stopover anywhere. Low summer fares are on sale to many other Eastern cities.

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See Crater Lake, the Oregon Caves, the Klamath outdoor empire, Bend's famous

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Attend

The Portland Rose Festival, June 9 to 12
The Pendleton Round-Up, Sept. 16 to 18

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Name _____

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City _____

Alaska is Good

Visit America's Norway

AMONG vacation-spots which Cook's predict will be increasingly popular this summer is Alaska. Those who plan to visit the "American Norway" are urged to book early. Alaskan historical spots are Skagway, Whitehorse, Carcross (originally "Caribou Cross") and Dawson, famed center of the gold rush. An 11-day cruise-tour from Seattle or Vancouver, by the Inside Passage, includes visits to all these but Dawson. For more pioneering souls, Cook's offers a 23-day Yukon River circle-tour by the outside route, journeying as far north as Dawson, Nenana, Fairbanks, Mt. McKinley National Park, and Curry.

George White, Cook's expert on American travel, points out that the average summer temperature of Alaska is 70 degrees. The summer climate of Skagway corresponds to that of New York City. Southern Alaska boasts flowers three or four times the size of those elsewhere in the United States.

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*Round trip
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education at University of California; Dr. Eugen Neuhaus, professor of art at University of California; Glenn H. Woods, supervisor of music, Oakland Public Schools, and others.

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doubt, he had partly in mind some of the unusual activities that are a part of the regular program there. A laboratory on the brink of an active volcano. Another laboratory at the sea's edge for the study of fish. The unique Oriental Institute, bringing together students and teachers both from all parts of the United States and from Far Eastern countries ever more important in world affairs. The only American school of tropical agriculture, and one of few in the world.

The geographical setting, too, is unique. The 300-acre campus is situated in Manoa Valley, a pleasant residential section of Honolulu. Here ocean-cooled trade winds keep the average July temperature below 78 degrees. The ground slopes to volcanic mountains, its green dotted with gleaming white

buildings. Only 15 minutes away by bus is Waikiki Beach for between-class swims, outrigger canoe rides, surf-riding.

For fun goes along with serious study. The university conducts picnics, temple tours, native feasts, visits to tropical gardens, and hikes in the mountains. Pageants and dramatic representations of native life of the past furnish both entertainment and material for study.

The off-the-campus laboratories are among the most unusual and fascinating features of the university. At Kilauea volcano in the Island of Hawaii section of Hawaii National Park, is the volcano laboratory.

At Waikiki, the Honolulu aquarium ranks as a university laboratory of marine biology. One would not believe until he saw them, that such strangely shaped and colored fishes exist.

The Oriental Institute, recently established, has enlisted the interest of such men as Baron Dan and Prince Tokugawa of Japan, Lin Yu Tang and P. C. Chang of China, Rabindranath Tagore and Mahatma Gandhi in India, H. G. Wells and Bertrand Russell in England.

A psychological clinic which last year handled more than 900 cases; cooperation with the federal government in agricultural research projects, of which 7 will be completed this summer, and a "School of the Air," sponsoring educational radio programs in travel and science, are among other modern features of this unusual American university.

* * *

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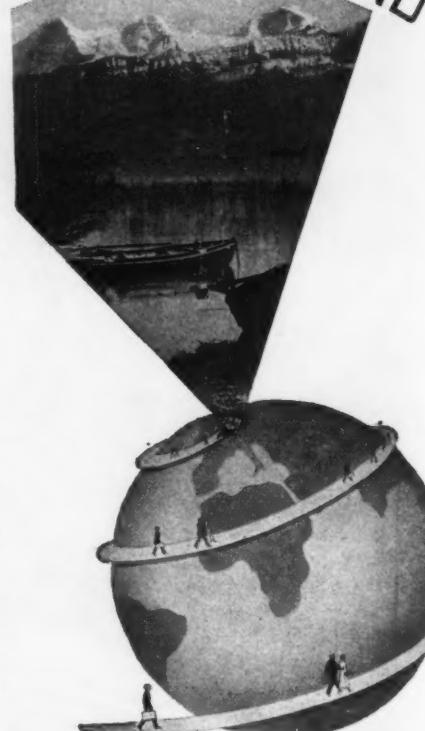
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MONTEREY

A MONTEREY EIGHTH GRADE GRADUATION PAGEANT

Lois S. Johnson, Monterey

CAN you picture to yourself an eighth grade graduation program that interprets the vital traditions of a community's past, and quickens an appreciation of that priceless heritage to its community? A program that welds every teacher and every graduate participating into a spirit of helpfulness and cooperation?

Such a program has been given in Monterey by the eighth grade graduating classes for the past two years. It comes as a culmination of a unit of work in the social studies classes on California Beginnings in Monterey.

With a chorus of nearly 100 voices, serving as a musical background to the 8 colorful scenes, the outstanding episodes in Monterey's stirring past move in kaleidoscopic sequence through the pageant, "Monterey Under Three Flags."

Synopsis of the Play

Opening with a true Carmel Indian song, obtained from one of the very early settlers as sung to her by her Indian nurse, that typifies the "mist of yesterday when sandaled Indian trod our shores," the scenes follow in rapid succession: Cabrillo's sighting of our wooded headlands, Vizcaino's naming of Monterey, Portola's and Serra's founding of the new presidio and pueblo, the Mission Indian children dancing and playing about the padres, the glamour of the Spanish fiesta spirit, the raising of the Mexican flag, the fostering of an American school by California's first board of trustees, and the finale, which symbolizes the dawn of a new day in California, the hoisting of the Stars and Stripes over the old Custom House.

Then with the piano playing softly as an obligato, Bond's "A Perfect Day," the Epilogue is recited of J. S. Brown's very fitting poem, "Good Night to Old Monterey," and the Pageant is ended.

Such a graduation program is a real lesson in citizenship for each student, and is a truly unselfish graduation gift to the community.

The history it depicts is a source of great civic pride and its influence is bound to be lasting and most worth-while.

* * *

Many California high schools were privileged to have as a recent guest speaker upon Safety, Barney Oldfield, pioneer racing champion. Mr. Oldfield's appearances were sponsored by the American Legion.

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Through courtesy of A. Bess Clark, teacher at La Mesa, San Diego County, and member of recent American Women Teachers Tour through Japan, we present two interesting pictures. Left: Japanese religious ritual dance, with musical accompaniment. Right: Music class, Tokyo public school, playing Old Black Joe on harmonicas for American teachers

JAPANESE MARU

THE word "Maru," attached as a general suffix to the name of virtually all Japanese merchant vessels, is an internationally recognized symbol of the Japanese Mercantile Marine.

Asama, for instance, is a name of a coast-defence ship of the Japanese Navy and Asama Maru is the N.Y.K. Orient-California Service passenger motor-liner. This two-syllabled character Maru has been associated with Japanese navigation history as far back as memory can recall. As to its origin and the base of its derivation, different views have been held by scholars.

According to an old legend, in ancient China about 4,000 years ago, in the reign of Emperor Kotei, a fair messenger called Hakudo-Maru, was sent down from heaven to Lord Taichoshi (Takao-tzu) and taught him the art of shipbuilding. Since then ships are said to have been named with the suffix Maru in deference to the celestial instructor.

A Japanese legendary source associates the word Maru with Azuminosora-maru, who was supposed to have lived under the sea, and to whom the Shrine of Shiga at Shigashima Island is dedicated. Hypothetical interpretations of Maru are many more, but the meanings in a local or poetical sense lie in its traditional associations.

The literal translation of the character technically denotes circle or ring, when used as a noun, and round, complete, perfect or all-embracing, when used as an adjective.

Ancient Japanese boats were of a round shape, like a coracle built in ancient France, of hide on a wicker frame. The word Maru might have been taken originally from the shape of the ancient boat.

The two words Maru and Maro, used with boys' names, have been confused and coalesced into one. Maro is an archaic term of endearment often used from about the

seventh century as a pet name for people, regardless of caste and rank as Hitomaro, Nakamaro, etc. Maru is also applied in the same way to boys such as Ushiwaka-maru and Hiyoshi-maru, who subsequently became great men in Japanese history, as Yoshitsune and Hideyoshi.

Maru is a noble word to the Japanese. It was applied to swords, musical instruments and the concentric sections of castles, which Samurai regarded with a kind of reverential affection in the feudal period. The oldest authentic record in Japanese history in connection with the application of the term Maru to a ship is that during the Muromachi Era (about 1400 A.D.) the ships of Yoshimochi, the fourth Ashikaga Shogun,

bore the names such as Gosho Maru, Goza Maru, etc.

In 1591, when Hideyoshi attempted to subjugate Korea, he gave orders, for the feudal lords throughout the country to build large vessels. On this occasion Hideyoshi himself built a large vessel, to which he gave the name of Nippon Maru. These vessels, known as floating castles, were the largest and finest ships of the time, with the noble designation of the four-letter crest Maru, attached to their proper names. This custom has been perpetuated by shipowners to the present day.

The Japanese merchant vessels also hoist their distinguished national flag of Hinomaru, a red circle vividly marked in the center of white ground, and the national prestige follows the flag widely on the Seven Seas.

TOKYO CONVENTION

IN to Tokyo is in the air. More than a thousand teachers have already inquired about the Tokyo Meeting of the World Federation of Education Associations to be held August 2-7.

Every generation has looked forward to the time when international differences could be settled without war. The effort in the past has been to convert mature men to the principle of peace.

The present movement is new in that it begins with the Teacher and the Child. It recognizes the Teacher as the key to the situation.

Naturally the next step is for these teachers to give their pupils a higher appreciation of the children and people of other lands. That line of activity is already gaining ground in every nation.

Practically every delegate that attended the Oxford meeting has been active, teaching goodwill to the young and preaching it to other teachers and citizens.

The Tokyo meeting will greatly accelerate this world peace movement. Just think what it will mean for teachers from all nations to meet in Tokyo for the purpose of learning to understand and appreciate world peace.

This is the time for all who can do so to visit the Orient. Those who desire information about the trip should read the advertisements in this magazine of the various travel agencies and transportation companies offering trips to the Orient.

The greater the number who attend, the larger the force for goodwill in each nation, and the greater the spread of enthusiasm and inspiration among children and citizens for next year.

Song at Dusk

THE sun is setting in the sky,
And dusk is drawing near;
From the pine trees far away,
A song is ringing clear.

Is it the song of a nightingale,
That I so faintly hear?
Oh no! It is a warbler's song,
That falls upon my ear.

Now the voice is very distant,
Now it's ringing clear and shrill;
And with every warble from its throat,
My heart beats a new thrill.

The moonlit clear and starry night,
Its little notes do fill;
But it's flying from the pine trees,
That stand on yonder hill.

But it will come winging,
Back to me some day;
To fill my heart with gladness,
And in my memory stay.

—Maxine Thompson, Age 12, Lancaster School, Antelope Valley, Los Angeles County; I. M. Stout, Teacher.

* * *

Thorough Preparation

E. A. HANSEN, teacher of history, Lassen Union High School, Susanville, Lassen County, has written an interesting paper entitled, "Three Ideals Worthy of Emulation," too long for publication here. We take pleasure, however, in quoting his remarks in part concerning thorough preparation:

"The teacher who can inspire his students to the thought of thorough preparation is certainly a real teacher and deserves recognition in any school. I have heard of and I know certain teachers who have been assigned to poorly-attended, indifferent classes, but who, by thorough preparation and personal interest, have multiplied the membership in a very short time. Such teachers through diligence and study possess the great art of teaching.

"If such thorough preparation is so indispensable to the attainment of this efficiency in teaching, students should see the urgent need of thorough preparation in the work they do."

* * *

Los Angeles School Journal, now in its 20th volume, is ably edited and well printed. John Allan Smith is editor, with a group of associate editors representing various school groups.

It is published weekly during the school year, except holiday periods, by Education Associations of Los Angeles, 847 South Grand Avenue. A recent issue features an illustrated account, by Olive Hensel Leonard, of the art project at Gardena High School.

Where the Travel Goes

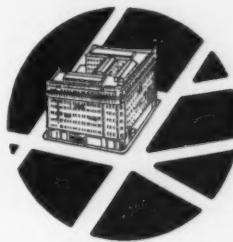
National Parks Are Popular

NEXT to Europe, the United States is expected to attract the most tourists this summer.

The railroads' sensational rate reductions are resulting in an unprecedented demand to travel to the national parks and other vacation-spots.

Third in popularity, Cook's predict, is South America, which has a remarkable travel-boom as a year-round vacation land.

California school teachers will tour all these regions, in study-travel, this summer.



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THE RAMONA PAGEANT



Circle, center: Frank C. Schott as Juan Canito, and Juanita Encell as Margarita, in the famous San Jacinto Valley spectacle.

Unique among outdoor plays, California's own distinctive and spectacular production, "Ramona," is given its 14th annual production in colorful Ramona Bowl, near the town of Hemet, Riverside County.

Left: Ramona and Alessandro as portrayed by Jean Innes and Victor Jory, popular stage stars, in the San Jacinto-Hemet annual presentation of "Ramona," staged in Ramona Bowl, near Hemet, during May.

Below: Mrs. Isadore A. Costo, a real Indian, who for many years has played the role of Mara in the Ramona outdoor play.



The famous Ramona Bowl, in its gorgeous natural setting, showing part of one day's audience. The annual presentation is witnessed by thousands.

A cast of 250 persons is required, and all except the leading roles are taken by residents of the twin cities. There are Spanish dons, Mission padres, Indians and members of a sheriff's posse. An impressive procession of the hundreds of actors precedes each performance. Indians from the Soboba and Cahuilla reservations are prominent in tribal dances and native fiestas.

Sierra

EDUCATIONAL NEWS

ROY W. CLOUD State Executive Secretary . . . JOHN A. SEXSON President VAUGHAN MacCAUGHEY Editor

VOLUME 33

MAY 1937

148

NUMBER 5

ADOLESCENCE

DIGEST OF CALIFORNIA TEACHERS ASSOCIATION CONFERENCE,
APRIL 9, SAN FRANCISCO

CALIFORNIA Teachers Association Conference on Growth and Development During Adolescence, April 9, Palace Hotel, San Francisco, drew a large audience of interested schoolpeople from all parts of the state.

William S. Briscoe, assistant superintendent of schools, Oakland, presided. Dr. John A. Sexson, president of the Association, opened the Conference at its morning session. His address was followed by a symposium on the nature and needs of the adolescent and their implications for the curriculum, presented by Dr. Herbert R. Stoltz, Oakland, Dr. Reginald Bell, Stanford University, Dr. Daniel A. Prescott, Rutgers University, the trio representing, respectively, physician, psychologist and educator.

At 2 o'clock the Conference re-assembled for panel discussion on adjusting the school to the growth and development of adolescent children, led by Mrs. Helen J. Hunt, Claremont Junior High School, Oakland.

Five questions were answered.—1. What can reasonably be expected of the schools in meeting the development needs of adolescent children? 2. Society makes certain specific demands of education. What may parents of adolescent children reasonably expect of the schools in meeting such demands? 3. What understanding and cooperation can reasonably be expected from parents? 4. What can be expected of the adolescent girl and boy? To what extent ought the school adapt itself to them and how far should they be expected to adjust themselves to it? 5. What are some of the specific problems in organizing and administering a school program calculated to meet the needs of adolescent boys and girls?

The panel comprised,—Dr. Stoltz, assistant superintendent in charge of individual guidance, Oakland; Dr. Bell, professor of psychology, Stanford University; Dr. Prescott, professor of education, Rutgers University; Dr. Bernice Baxter, director in charge of elementary and junior high school instruction, Oak-

land; Dr. Aubrey A. Douglass, chief, division of secondary education, state department of education, Sacramento; Homer Bemiss, Boy Scout executive, president of the Oakland Youth Council, Oakland; Mrs. H. Ward Campbell, past president and member of advisory board, Council of Parents and Teachers, Oakland; Walter Bachrodt, superintendent of schools, San Jose; William B. Brown, curriculum director, Los Angeles; George H. Merideth, deputy superintendent, Pasadena.

The committee on arrangements of this highly successful and inspiring conference comprised,—William Burkhardt, Sacramento; Dr. Marvin Darsie, Los Angeles; Dr. W. S. Ford, Los Angeles; Helen Heffernan, Sacramento; Dr. E. W. Jacobsen, Oakland; George J. McDonald, Los Angeles; Mrs. Natalie B. Morgan, Beverly Hills; Alton E. Scott, San Juan Bautista; Mrs. Lorraine Sherer, Los Angeles; Mrs. Josephine P. Smith, Los Angeles; Estelle Unger, Santa Rosa; J. H. Waldron, Colton; William S. Briscoe, chairman, Oakland.

The Physician's Viewpoint

Dr. Stoltz stated, in part: In 1892 President Eliot of Harvard formulated the aims of education in a democracy in relation to the observed differences among the pupils to be educated.

Among other things he said: "Flexible curriculum and standards must be adapted so that each type of pupil may receive the best education of which he is capable, whatever the grade of that education may be. Accessibility of appropriate opportunity is the essence of democratic society. Not equality of gifts, attainments, or powers, for that equality is unnatural and impossible; not abundance of inappropriate opportunities, for such abundance is of no avail; but accessibility of such appropriate opportunities as the individual can utilize for his own benefit and that of society. What we seek is equality but not identity of opportunity."

During the period of rapid development, which occurs during the first two-thirds of the second decade of life, the appropriateness of opportunities for learning must be judged for each pupil, not only in terms of his or her general ability and chronological age, but with due understanding of sex dif-

ferences, and of individual differences in level and velocity of biological maturity. At no other period during the years of schooling are these differences so significant and any organization or curriculum which overlooks them will fail to meet the needs of the pupils.

The Psychologist Speaks

Dr. Bell stated, in part: There has been notable increase in research related to adolescence in the past 5 years.

The manifold approaches, both experimental and observational, which have been developed in child development and research institutes in their studies of early childhood are being continued in current studies of adolescent children.

Increasing recognition of the organic interrelationship in a total personality of the physical, mental, emotional and social factors has led the psychologist to enlist in his research projects medical men, anthropometrists, clinical psychologists and social case workers as well as psychometricians and experimental laboratory workers.

Bodies of data are being built up relating to the physical developments of normal adolescence, its emotional developments, its social developments, as well as its intellectual developments.

To the psychologist these bodies of facts are mainly important not in themselves but in the effect that they have upon the individual adolescent boy or girl who is in the process of growing. What is actually perfectly normal physical growth in connection, for example, with sex maturing, may be temporarily embarrassing, frightening, or quite completely emotionally upsetting for a given uninformed, shy or inexperienced child.

The emphasis of most psychologists now studying children of this age is upon the normal developments of the period with a view to ascertaining and understanding their behavior correlates, though data of value are still coming of course from the behavior clinic and the psychiatrist.

In line with much recent psychological thinking in the field of development and

(Please turn to Page 41)

ANNUAL MEETING

DIGEST OF CALIFORNIA TEACHERS ASSOCIATION ANNUAL MEETING,
APRIL 10, SAN FRANCISCO

Roy W. Cloud

CALIFORNIA Council of Education and California Teachers Association Modern Education Conference met at the Palace Hotel, San Francisco, Friday and Saturday, April 9 and 10, 1937. William S. Briscoe, assistant superintendent of schools, Oakland, was chairman of the committee which prepared the conference program reported elsewhere in this issue. Mr. Briscoe was presented as conference leader by C. T. A. president, Dr. John A. Sexson.

A complete report of the meeting with the addresses and discussion by all who took part is available for distribution. Copies will be sent to anyone who wishes them by writing to California Teachers Association, 155 Sansome Street, San Francisco.

Friday noon and evening California Teachers Association committees met and studied the various problems upon which the Association is working. The largest of these groups, the Legislative Committee, under chairmanship of Walter T. Helms of Richmond, discussed pending legislation. The presidents and secretaries of the six sections, California Teachers Association, met in the evening with the presidents of the classroom teacher divisions. An outline of the program of activities for the coming year was discussed by this group. Tenure, retirement and administrative units were also considered by their respective committees.

C. T. A. Directors

The Board of Directors met Friday evening, with president John A. Sexson in the chair. Before adjournment sine die Clarence W. Edwards of Fresno stated that he would not be a candidate for re-election. Superintendent Edwards, in his 11 years' service as a Director, has contributed many ideas of worth and has been a most loyal supporter of California Teachers Association in its program. He has missed only one of the regular meetings during his membership in the Board.

California Teachers Association corporate law fixes the second Saturday of April as the day for the annual meeting of the Association. The Council is the Delegate Assembly of the California Teachers Association and has a membership of 153. Regular council members are elected by the teachers of the six sections. Eleven affiliated organizations such as the Kindergarten-Primary Association, the Health, Recreation and Physical Education Association, etc., have one representative each. The State Superin-

tendent of Public Instruction, the president of California Congress of Parents and Teachers, and the State Executive Secretary of California Teachers Association are the three special members.

The State Council formulates the policies of the Association and elects nine of its members as a Board of Directors. The Board elects (1) its chairman, who is ex-officio president of California Teachers Association, and (2) the secretary-treasurer of the corporation.

The State Council was called to order Saturday morning by President Sexson. After rollcall and acceptance of proxies, reports were given by the president and secretary.

Dr. Sproul Speaks

Dr. Robert Gordon Sproul, president of the University of California, addressed the Council. It was a real inspiration for the members to have Dr. Sproul as the special guest of the morning. His speech was timely and contained much material of interest and appears, in part, elsewhere in this issue.

Business and discussion followed until noon. After the election of Directors, Dr. Walter F. Dexter, newly-appointed State Superintendent of Public Instruction, brought greetings from the State Department. Dr. Dexter is rapidly winning a high place in the regard of California teachers. His quiet manner and pleasing personality, coupled with a discerning appreciation of the needs of the schools, are demonstrating his ability as an educational leader.

The Directors elected are: Southern Section: John A. Sexson, Pasadena, Mrs. Pauline Merchant, Garden Grove, Orange County, Mrs. Josephine P. Smith, Los Angeles; Bay Section: John F. Brady, San Francisco, Walter T. Helms, Richmond; Central Section: Lawrence E. Chenoweth, Bakersfield; Central Coast: Robert L. Bird, San Luis Obispo; Northern Section: Ed I. Cook, Sacramento; North Coast Section: A. O. Cooperrider, Arcata.

The election of Mr. Bird gives him the distinction of serving the longest of any member of the Association as a Director. He enters upon his 14th year. E. Morris Cox

Frank A. Bauman, principal, Taft Union High School and Junior College, prepared an excellent report of the recent Public School Business Officials Association convention, so interesting that A. P. Mattier, business manager, Compton Union District Secondary Schools, has given it wide distribution in mimeograph form.

for a number of years president of California Teachers Association had served as a Director for 13 years. A. J. Cloud, president of San Francisco Junior College, Clarence Edwards and Roy Good each gave 11 years of service.

The newly-elected member of the Board, Lawrence E. Chenoweth of Bakersfield, brings a wealth of educational background to his Board membership. Mr. Chenoweth has long been recognized as an outstanding leader of public education in California. For many years he was county superintendent of schools of Kern County and for several years past has been a progressive educator of the Central Valley Section as superintendent at Bakersfield.

Delegates Announced

Delegates elected to World Federation of Educational Associations to represent California Teachers Association at the World Federation in Tokyo, Japan, August 2 to 7 are: Leland Pryor, Pasadena, May R. McCardle, Fresno, Dr. Joseph Marr Gwinn, San Jose, Frank A. Bouelle, Los Angeles, Dora I. Dysart, Los Angeles, Vivienne Noyes, Los Angeles, Mildred Teague, El Monte, Beatrice H. Harvey, El Monte, Arthur D. Angel, Pomona, H. B. Long, Hayward, Nathaniel Sanders, Eureka, Mrs. Katherine S. Bolt, Berkeley, Mrs. Minnie M. Walker, Willows, Mrs. Ella M. Barkley, Orland, Ellen W. Hook, Orland, Mabel Nelson, Caruthers, Mrs. Arie Gray Tillett, Los Angeles, DeWitt Montgomery, Visalia, and Bertha Lamson, Fresno.

Delegates from California Teachers Association to the Delegate Assembly at the National Education Association meeting at Detroit which meets from June 26 to July 1 are: North Coast Section, E. J. Spiering, Central Section, Roy L. Driggers, Bay Section, David R. Metzler, John F. Brady, S. Edna Maguire, Arthur F. Isensee, Susie A. Corpstein, Paul A. Silvey, Pansy Jewett Abbott, Mrs. Frances M. Lanyon, Mrs. Gladys K. Zumwalt, Neil N. Cummins, and Sheldon Rankin. Central Coast Section, J. I. Dean, Paso Robles. Others to be elected will be certified by the president and secretary of C. T. A.

IMMEDIATELY upon the closing of the State Council meeting at 4 o'clock, the Board of Directors met and, upon reorganization, elected John A. Sexson, of Pasadena, president, John F. Brady, San Francisco, vice-president, and Roy W. Cloud, treasurer.

Mr. Sexson stated his appreciation of the honor of re-election as president and expressed his determination to continue the policy of the Association to present to all the members a program for the benefit of the schools of California.

* * *

Central California High School Public Speaking League sponsored a recent invitational debate tournament at Modesto High School. Thirty-three teams representing various San Joaquin and San Francisco bay region high schools participated in the 9-round elimination contest which was based upon the question of government ownership of electric-power utilities, a question which is highly-controversial in California today. Roosevelt High School, Fresno, defeated Sanger High School in the final round to win the championship trophy.

EDUCATION

EXCERPTS FROM ADDRESS BY DR. ROBERT GORDON SPROUL, PRESIDENT, UNIVERSITY OF CALIFORNIA, AT ANNUAL MEETING OF CALIFORNIA TEACHERS ASSOCIATION, APRIL 10, 1937, SAN FRANCISCO

MANY of the difficulties by which education is plagued today arise, no doubt, from the fact that teachers and administrators are products of a system basically similar to that which we are administering. Many of the faults of that system we accept as necessary concomitants of mass education merely because they have been with us for so many years.

We accept the division of our educational process into elementary, secondary, and university, as if that classification reflected clearly defined stages in the physiological and psychological development of the individual, whereas it reflects only historical accident in the growth of school administration.

By our attitude we often imply that the genus *Homo*, like the genus *Rana*, undergoes a series of fundamental metamorphoses in development from egg to polliwog, and from polliwog to frog. Of course, that isn't true. Even that most clearly defined of all periods in human growth, adolescence, is a nebulous milestone which varies markedly from individual to individual, from race to race, and from climatic area to climatic area.

In making these statements I have no intention of condemning the division of the educational process into separate chronological units. There must be a division for administrative purposes and there is no definite evidence that our existing plan of division is less desirable than some other might be. My point is that in approaching our educational problems we must be aware of this accidental quality of many of our educational practices, and, although accepting them as guides for future policy, refuse to recognize them as *a priori* premises beyond which our thinking is powerless to extend.

Emphasize Broad Functions

We must remember, in other words, that our ultimate purpose is not to justify any scheme of education but to educate. We fail in our responsibility if we think primarily in terms of improving the specific functions of the elementary school, and of the high school, and of the college or university, thus placing the emphasis upon each as a separate unit.

Let us rather emphasize the broad, general function that, as the architects and engineers of civilization—and especially a democratic civilization—these all hold in common, namely, the provision of the co-ordinated educational service upon which both democracy and civilization must depend.

In attacking our immediate problems we must, of course, deal with the tangible prac-

ticalities and temper action with expediency. But unless we see these problems in their true relation to the larger question of educational purposes and goals, our solutions will be half-answers demanding still further changes in the name of expediency.

Stated in its most general terms, the first purpose of education, as I see it, is to sift from the accumulated experience of the world such facts, theories, and ideals as concurring, considered judgments deem necessary or desirable for the welfare of present and future generations.

Obviously, this is not a new or revolutionary idea. Education always has sifted and chosen the material which it passes on to the rising generation. It is doubtful if there ever has been a time in the history of formal education when all facts, all theories, and all ideals could have been included in the curricula of the schools. Certainly the amount of material which modern civilization makes available is increasing at a geometric rate and, unless the capacity of the human mind and the period of schooling increase commensurately, greater and greater parts of it must be discarded or filed away for reference purposes only. And, as a corollary, greater care must be exercised in the selection and distribution of the teaching content and in the method of imparting it to students.

Needless Controversies

This sounds elementary, but in much of the current comment and controversy about education, at all levels, there is little evidence of considered, concurring judgments. Instead the air is blue with quotations from classical authorities in favor of the status quo, and citations from the individual experiences and opinions of progressive teachers who favor change.

The Committee on Orientation of Secondary Education of the National Education Association concludes its report by saying: "If there is to be a continuous, unitary education for the youth of America, there must be public recognition of unitary purposes and aims in our national thinking and living. As a matter of fact, our country today has no commonly-recognized or universally-accepted goals. As a whole, the country and all its component units drift along with no guiding star."

This lack of any compass or other instrument of navigation on the foggy seas of modern life raises grave problems in connection with the second major purpose of education, which is optimum development of the mental, moral, and physical potentialities of each generation with due consideration for the welfare of the individual and of the

group. Here, again, I am certain that, with changes in wording, this statement would be accepted by most educators as an elementary fact. Yet, as I review the development of education in the United States, I wonder if each of the rising generations of young men and women has been given the right selection from the heritage of civilization and taught how best to use it.

Too often the tendency has been to provide education in conformity with tradition where money and political power were concentrated, rather than education adjusted to need where children were concentrated. Yet the development of each new generation by the schools requires a fairly equitable distribution of elementary and high school facilities territorially, and also a sufficient range of facilities to meet, in part at least, the varying abilities of individuals in the generation.

Intensive Competition

Even today and in California it can be questioned whether or not we are meeting this requirement. In recent years there has been intensive competition among various cities and districts of our State to establish new institutions of learning above the high school level. At the present time we have the University of California with 7 campuses widely distributed through the State, 7 State colleges also widely distributed, about 55 junior colleges, public and private, and about 20 colleges and universities, privately controlled, several of them among the best in the country. The total enrollment in these institutions is considerably in excess of 75,000.

Yet there is constant pressure being brought to bear on the State Legislature to establish still more institutions above the high school level. Is it not fair to ask: If we continually appropriate more money for new institutions of higher education operating along the old academic lines, what is going to become of those we already have, as well as the high schools and elementary schools which are not adequately financed nor operating at full capacity?

Our present elementary and secondary system, for example, is not caring for all eligible boys and girls in the most satisfactory way. Take the year 1920-21, when more than 118,500 boys and girls registered in the first grade of our school system. The number of representatives of this generation in the regular school classes decreased year by year until, twelve years later, only 44,157 remained to graduate from high school. Allowing for the normal death rate, there should have been 107,300.

In other words, 63,000 boys and girls, more than one-half of the generation, faltered or fell along the way.

Surely, in the light of these facts, we may legitimately ask ourselves whether our present system of schooling, either economically

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ELEMENTARY SCIENCE

SCIENCE IN THE UNIT OF WORK

*Frederick H. Shackelford, Supervisor of Elementary Science,
Pasadena City Schools*

IN those schoolrooms where the teacher is using the integrated program, new methods are necessary in the teaching of many subjects. This is especially true as regards the so-called special subjects. In most instances a theme such as the home, transportation, Holland, etc., is chosen for study. If an ideal situation exists, interest in all subjects taught should grow out of this theme selected for the unit.

Quite often, and this is again true of the special subjects, the subject may not be mentioned at all in the program set up by the teacher, but the subject must be developed only as a part of the general theme. Such a procedure applies very definitely to the subject of science or nature-study.

In Pasadena the treatment of science is practically the same as indicated above. While the curriculum provides, as it does for other subjects, for the teaching of science outside the unit of work, the teacher is urged to originate her study, if possible within the unit. In order to help the teacher better understand how to proceed the author of this article has prepared a monograph, entitled *Science in the Elementary Curriculum*, which has been placed in the hands of each elementary teacher in the Pasadena schools.

While certain types of nature and science materials and activities are suggested for each grade in our course of study, the ideal is to have this material, if possible, be an

integral part of the unit. When, as a supervisor, I realized that we must abandon the old type of nature-study teaching where certain definite types of materials and activities were suggested for each month or grade and go over to this new procedure I was very much afraid that these subjects were going to suffer greatly through the change.

But today, in the light of considerable intensive thought and experimentation I have come to the conclusion that nature and science are much better off under this scheme than under the old way of teaching.

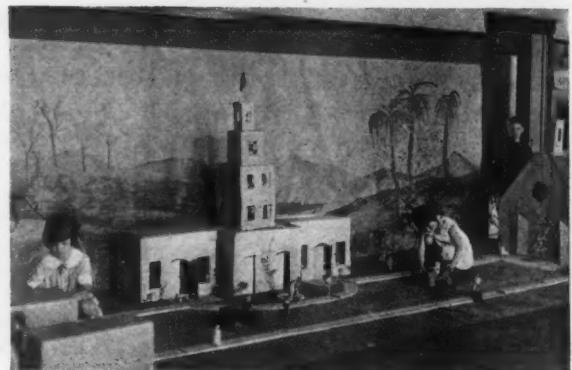


A study of the Home furnishes many opportunities for an integration of Science and Nature Study

Not only should there be much more of these subjects taught, but what is taught should be much more vital and meaningful. Under the old regime we were allowed a maximum of about 50 minutes per week for

the science work. Under this new plan there is hardly any limit on the amount of time that may be devoted to these subjects providing there is the proper integration of subject-matter. This is because many of the themes chosen for the unit of work are so filled with science and nature interests that to neglect these phases of the work would mean a very inadequate treatment of the subject selected for study.

In order to show how nature and science may be very fully considered in almost any unit let us take the one dealing with the



The City Hall may be used as a means of studying Science and Nature, which grow out of building materials, landscaping and such activities as may be associated with the City Government

Home, a popular unit in the lower grades. In this unit a few leading thoughts should be jotted down:

1. Materials used in building the home.
2. Materials used in furnishing the home.
3. The garden about the home.
4. The use of the home.
5. Things found about the home.

Let us consider the first, materials used in building the home. A list of such materials will include woods of different kinds, different kinds of metals, such other things as cement, plaster, stone, sand, glass, etc. Interest the children first in the wood being used for the building of the playhouse in the classroom, providing one is being built.

Next have them find what woods have been used in the home in which they live. Have them see if they can find trees of the kind used in building or others similar to them. Have them make collections of wood and tree specimens. As the interest develops have them learn the names of trees on the school ground or in their home grounds. Talk about how trees grow. As the subject unfolds, the teacher will find that the possibilities of development are great.

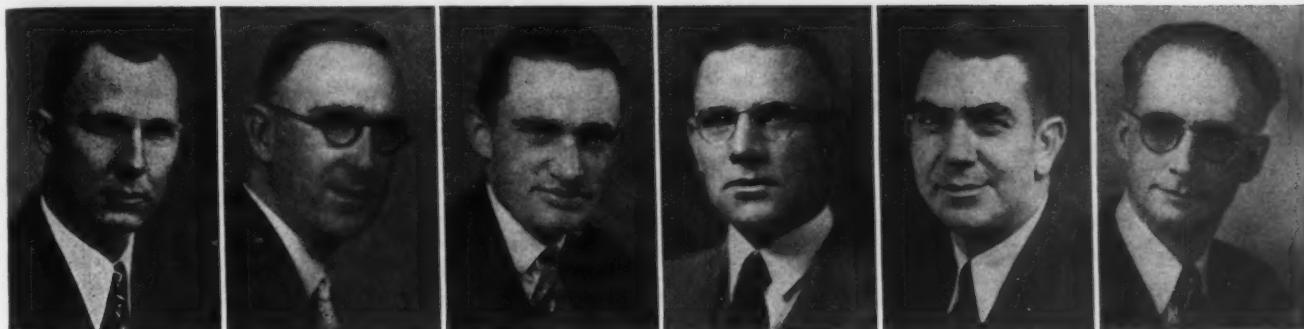
Other building materials may be introduced in the same way. The question might be asked regarding the materials used in making the foundation for the house, the driveways, or sidewalks. Have them bring a small amount of cement and sand and mix them for concrete. Much interest may be developed through a consideration of the source of sand. Develop the idea that sand comes from broken up or decomposed rock.

Since most of the rocks of the surface of the earth are granite rocks, then most sand comes from granite rocks. Have them bring some granite rocks to class. Tell them that granite is made up largely of two substances known as quartz and feldspar. When the rock breaks up the quartz becomes sand and the feldspar clay. Many samples of granite, quartz, and feldspar may be found usually in any creekbed. If encouraged to hunt for

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A Garden may be used in connection with many different units for developing Nature and Science material





Presidents of California Teachers Association Sections, left to right: North Coast, Emil J. Spiering; Bay, John F. Brady; Northern, Charles K. Price; Central, David R. Metzler; Central Coast, J. I. Dean; Southern, E. B. Couch

TOUTON MEMORIAL

FRANK C. TOUTON Memorial Committee is raising funds to establish a loan-scholarship in his honor at University of Southern California.

Acting Dean A. S. Raubenheimer, University of Southern California, Los Angeles, is chairman of the large committee active in this most worthy project.

School people throughout California are invited to participate in this living memorial to a noted California schoolman.

SAN JOSE JUBILEE

Dwight Bentel, Director of Publications, San Jose State College

THE year is 1859, the scene the assembly hall of the California State Legislature. Andrew J. Moulder, superintendent of public instruction, is addressing the legislators in an eloquent appeal for the establishment of a state normal school.

The law-makers look puzzled, whisper confusedly among themselves. Finally a member rises to his feet. "But Mr. Moulder," he asks, "what is a normal school?"

It took Superintendent Moulder three years to answer that question to the satisfaction of the Legislature. Then, on May 2, 1862, an act was passed providing for the establishment and maintenance of a "Normal School of the State of California," to be the first teacher-training institution west of the Mississippi.

Seventy-five years have rolled by. During that three-quarters of a century the Normal School of the State of California has done valiant service, looks back with pride and satisfaction upon its accomplishments. Its first enrollment of "five ladies and one gentleman" has grown to a student body of 3000. From one-room rural schools to the presidency of Carnegie Foundation, its alumni have contributed substantially, often brilliantly, to the cause of education.

It is no longer a normal school; its name has been changed four times. Now San Jose State College, largest of the California state colleges, the old "Normal School of the State of California" observes its 75th birthday with a Diamond Jubilee celebration May 20-22. Students, faculty, alumni will join in a 3-day festival in recognition of the 75 years of achievement of the old school.

The opening day's program will include a symphony orchestra concert with Rudolph Ganz, internationally famous pianist, conductor, head of the Chicago Conservatory of Music, as guest conductor and soloist; awards to the winners in the Phelan literary contest, by Dr. Lloyd C. Douglas, prominent writer; a parent education conference led by Dr. Gertrude Laws; and an all-college exhibit and open house.

Morning and afternoon sessions in the San Jose civic auditorium with State Superintendent of Public Instruction Walter Dexter, Dr. Robert Gordon Sproul of the University of California, Dr. Frank Thomas of Fresno State College and Dr. T. W. MacQuarrie of San Jose State College, as speakers, will feature Friday's program. Ibsen's famous play "Peer Gynt," so great a dramatic undertaking that it is rarely staged, will be given in the afternoon and evening with the college 100-piece symphony orchestra, Orchesis dancing group, and a large cast, assisting.

Governor Frank Merriam will be the principal speaker at Saturday's general session, with organization, departmental, and alumni banquets and get-togethers occupying much of the day. The college A Cappella choir will sing. A Jubilee Ball in the civic auditorium, with music by a nationally known orchestra, will conclude the celebration.

DIAMOND JUBILEE

1862
1937

MAY 20-21-22, 1937
SAN JOSE STATE COLLEGE

SCHOOL FINANCE

FINANCIAL ABILITY OF SCHOOL DISTRICTS AS AFFECTED BY THE RETURN OF OPERATIVE PROPERTY TO DISTRICT TAX ROLLS — IN 39 COUNTIES

Elmer H. Staffelbach, Ph. D., Director of Research, California Teachers Association

THE return of the operative property of public service corporations to local and county tax rolls was voted by the people of California in 1933, and made effective in 1935 by allocation under the authority of the State Board of Equalization.

This action by the people repealed the dual system of taxation which had been in operation in this state since 1911, and made operative property subject to taxation on the same basis as other forms of real and personal property, thus adding several billion dollars to the ad valorem base upon which county and local governmental functions are chiefly supported.

This article reports a study of the effect which this shifting of the tax base has had upon the abilities of elementary school districts to support schools. Unfortunately complete data for all the 58 counties of the state are not available. The present study covers the elementary school districts of only 39 counties. It is believed, however, that the results herein reported will serve to indicate rather accurately the general trends of conditions throughout the state.

Change in Assessment Rates Ordered by the State Board of Equalization

The reader should bear in mind that the differences in assessed valuation (See Tables I and II) are not entirely due to operative property returned to district tax rolls.

In allocating the operative property of the public service corporations back to counties and districts, the State Board of Equalization took measures to make sure that all forms of property should be taxed on the same basis. The ratio of assessed valuation to true valuation was arbitrarily set at 50%. Counties which had been operating at lower ratios were ordered to increase them up to 50%. Counties which had been operating at higher ratios were ordered to reduce to 50%.

Therefore in certain counties changes in ratios of assessed valuation to true valuation are accountable in considerable measure for the changes in the amounts of assessed valuation of taxable property. Such changes growing out of changes in ratios do not, of course, affect the actual wealth of the districts concerned. Nevertheless they may have distinct effects upon the amounts of money districts can raise under statutory limitations.¹

The following tables give summaries by

1. It will be remembered that an elementary school district may levy a maintenance tax of 30 cents on each \$100 of assessed valuation. If a kindergarten is maintained, a tax of 45 cents on each \$100 may be levied.

counties of the effects of the return of operative property to school district tax rolls in 39 counties. Tables I and II give summaries of conditions which existed before the allocation of operative property became effective (1934-35) in comparison with conditions after the return of the operative property to the district tax rolls (1935-36). In Table I the comparisons are made on the basis of assessed wealth per pupil in average daily attendance. The comparisons in Table II are made on the basis of assessed wealth per "teacher unit allowed."²

2. One teacher unit is allowed for every thirty-five pupils or fraction thereof in average daily attendance.

In these tables joint districts are omitted for the reason that in certain instances complete data for the district were not available. Union districts are also omitted because teacher units are allowed on a somewhat different basis in such districts.

Average daily attendance and teacher units figures used in the tables are for the year 1935-36.

Table I. Assessed Valuation of Property per "Pupil in Average Daily Attendance" in Elementary School Districts of 39 Counties 1934-35 and 1935-36.

County	Assessed valuation Per Pupil, 1934-35			Assessed valuation Per Pupil, 1935-36		
	Highest District	Average District	Lowest District	Highest District	Average District	Lowest District
Alameda.....	\$ 40,930	\$ 7,667	\$ 2,237	\$ 91,151	\$ 9,103	\$ 2,358
Amador.....	31,476	6,618	1,619	522,596	15,303	2,359
Butte.....	74,416	6,392	986	168,912	9,305	1,788
Calaveras.....	65,473	8,560	2,043	80,175	12,302	3,056
Colusa.....	131,936	15,361	2,789	144,094	17,263	3,397
Contra Costa.....	318,918	7,122	1,876	371,442	10,300	2,761
El Dorado.....	80,913	8,265	187	85,780	8,219	1,949
Glenn.....	95,411	9,952	3,457	171,679	11,999	4,017
Humboldt.....	166,019	7,874	129	417,696	9,306	197
Imperial.....	16,677	4,213	21	55,950	4,805	1,804
Kern.....	146,660	9,873	1,515	231,753	15,074	3,488
Kings.....	54,139	8,543	95	43,014	9,925	118
Lake.....	43,995	6,872	1,985	47,868	9,233	3,305
Lassen.....	63,945	7,506	3,405	65,108	8,182	3,673
Los Angeles.....	121,958	8,217	791	114,112	9,247	2,605
Marin.....	43,194	7,574	4,265	58,948	12,292	5,320
Mariposa.....	52,846	8,584	2,040	3,3266	9,544	2,763
Mendocino.....	89,085	6,397	1,536	149,622	9,135	41
Merced.....	97,495	5,218	1,230	102,101	8,413	2,305
Modoc.....	78,898	9,121	166	143,139	14,426	1,730
Monterey.....	46,876	6,859	2,103	72,111	10,196	2,612
Orange.....	31,189	7,666	1,095	48,100	11,775	1,963
Placer.....	79,197	4,886	0	342,152	9,427	1,427
Riverside.....	22,277	3,728	1,846	49,844	6,944	2,692
Sacramento.....	59,830	7,476	1,614	72,290	8,002	1,615
San Benito.....	41,785	8,967	3,382	54,946	10,297	4,135
San Bernardino.....	25,963	3,450	1,243	68,645	6,614	4,195
San Diego.....	33,603	16,085	1,015	56,703	21,410	1,559
San Francisco.....	14,841	14,841	14,841	19,321	19,321	19,321
San Luis Obispo.....	108,389	8,665	2,176	144,093	10,196	2,298
San Mateo.....	92,183	5,130	2,453	62,502	10,442	5,277
Shasta.....	56,325	6,345	617	435,514	15,775	1,377
Sierra.....	29,438	7,806	4,545	39,386	10,384	5,247
Solano.....	59,998	7,221	1,593	76,707	9,121	2,202
Sonoma.....	35,211	5,385	1	246,240	8,766	5
Stanislaus.....	55,498	4,706	1,456	96,929	6,911	3,035
Trinity.....	38,210	6,793	671	69,755	8,434	2,233
Ventura.....	56,793	7,528	1,403	54,938	9,223	3,508
Yuba.....	52,433	8,106	1,155	151,829	10,597	1,575
For 39 counties:						
Highest for column.....	318,918	16,085	14,841	522,596	21,410	19,321
Median.....	56,793	7,528	1,536	76,707	9,544	2,359
Lowest for column.....	14,841	3,450	0	19,321	4,805	5

In one county the poorest district had \$14,841. per pupil in average daily attendance in 1934-35 while the poorest district in another county in the same year had exactly no wealth at all per pupil. The poorest district in 1935-36 in one county had \$19,321. per pupil in average daily attendance while the poorest district in another county had \$.5. per pupil in average daily attendance.

After the distribution of operative property to district tax rolls the poorest district in one county had \$605,862. per teacher unit, while the poorest district in another county had but \$100. per teacher unit.

Stated in other terms these comparisons may be somewhat more revealing. The richest district in 1934-35 could have raised \$31.89 per child by a tax of 1 cent per \$100 of assessed valuation. The median average district could have raised only 75 cents per child by such a tax.

The richest district in 1935-36 (after the distribution of operative property) could raise \$52.25 per child by a 1-cent tax. The median average district could raise only 95 cents per child by such a tax.

The richest district in 1934-35 could have raised \$542.16 per teacher unit by a 1-cent tax. The median average district could have raised only \$17.65 per teacher unit by such a tax.

After the distribution of the operative property of public service corporations (1935-36), the richest district could raise \$764.78 per teacher unit by means of a 1-cent tax. In the median average district such a tax would raise only \$23.87 per teacher unit.

Table III summarizes by counties the operative property distribution among the elementary school districts of the thirty-nine counties. These figures explain in part the widened disparities among the comparisons of Tables I and II.

It will be noted that in 32 of the 39 counties one or more districts received no operative property at all. One district (in Amador County) received \$494,938 per pupil in average daily attendance.

In one county (San Benito) the average received was \$30,986 per pupil in average daily attendance. In another county (Humboldt) the average was \$553 per pupil in average daily attendance.

On the per-teacher-unit basis the comparisons are similar in trend. One district (in Amador County) received \$6,929,125 of operative property per teacher unit. In one county (Amador) the average was \$191,858 per teacher unit. In the relatively least fortunate county (San Benito) the operative property received averaged only \$1363 per teacher unit.

The relatively most fortunate district can raise \$49.49 per child in average daily attendance and \$692.91 per teacher unit by means of a 1-cent tax on the operative property returned to its tax rolls. The median average district by means of a 1-cent tax can raise only 13 cents per child and \$3.64 per teacher unit.

Table II. Assessed Valuation of Property per "Teacher Allowed" in the Elementary School Districts of 39 Counties, 1934-35 and 1935-36.

County	Assessed valuation Per Teacher, 1934-35			Assessed valuation Per Teacher, 1935-36		
	Highest District	Average District	Lowest District	Highest District	Average District	Lowest District
Alameda.....	\$1,165,805	\$238,508	\$53,725	\$2,187,630	\$282,970	\$63,665
Amador.....	503,475	140,933	29,310	7,316,340	326,575	20,960
Butte.....	921,270	171,589	17,740	2,533,680	247,663	23,535
Calaveras.....	613,240	159,589	35,905	2,004,370	228,935	23,635
Colusa.....	923,555	352,435	45,725	1,008,660	406,666	52,230
Contra Costa.....	5,421,600	206,187	56,795	6,685,955	297,200	77,220
El Dorado.....	951,490	146,522	1,120	1,029,364	152,222	27,280
Glenn.....	803,355	224,318	37,460	907,070	272,148	44,170
Humboldt.....	1,948,150	190,274	4,449	2,088,480	221,006	5,654
Imperial.....	491,964	123,723	150	510,826	143,251	23,396
Kern.....	4,399,810	289,710	21,040	7,647,840	440,211	32,560
Kings.....	1,173,020	246,718	760	1,321,975	288,610	1,060
Lake.....	606,353	148,993	25,800	607,198	187,401	36,360
Lassen.....	563,260	176,594	64,700	585,970	187,518	66,118
Los Angeles.....	3,254,670	256,347	6,325	3,737,182	288,209	23,960
Marin.....	489,183	207,954	46,095	706,043	331,690	64,735
Mariposa.....	427,045	147,077	59,805	450,720	163,561	64,345
Mendocino.....	516,470	120,552	12,590	641,625	170,699	690
Merced.....	779,960	149,516	42,354	1,123,115	235,746	71,457
Modoc.....	710,085	135,386	2,155	1,145,110	233,929	20,755
Monterey.....	831,585	187,339	33,540	1,121,640	217,814	44,945
Orange.....	795,324	180,424	33,659	1,162,423	292,965	56,918
Placer.....	1,187,950	129,210	0	2,055,960	230,294	12,840
Riverside.....	537,040	110,648	50,190	855,580	204,711	83,090
Sacramento.....	992,000	224,751	49,806	1,039,695	238,783	54,454
San Benito.....	341,598	208,589	70,450	671,690	233,907	66,155
San Bernardino.....	789,655	104,455	42,800	1,922,070	196,949	71,120
San Diego.....	1,008,090	446,635	13,330	1,417,575	579,639	23,575
San Francisco.....	517,669	517,669	517,669	605,862	605,862	605,862
San Luis Obispo.....	1,625,836	206,852	21,755	1,729,115	240,196	22,975
San Mateo.....	998,036	169,898	24,550	1,885,473	341,875	180,161
Shasta.....	1,002,915	119,453	2,965	3,960,888	282,987	13,842
Sierra.....	618,200	161,332	62,470	827,107	216,577	84,040
Solano.....	921,846	197,280	12,740	1,333,790	256,534	13,210
Sonoma.....	672,260	138,325	40	1,076,765	216,160	100
Stanislaus.....	499,480	139,210	44,643	775,435	204,792	95,772
Trinity.....	382,095	100,023	5,365	488,285	126,792	17,885
Ventura.....	1,109,420	225,351	82,874	1,321,783	280,126	110,468
Yuba.....	842,970	181,136	24,265	1,171,945	243,189	28,345
For 39 counties:						
Highest for column.....	5,421,600	517,669	517,669	7,647,840	605,862	605,862
Median.....	803,355	176,594	29,310	1,145,110	238,783	36,360
Lowest for column.....	341,598	100,023	0	450,720	126,792	100

Table III. Assessed Valuation of "Operative Property" Returned to District Tax Rolls per Pupil in Average Daily Attendance and per Teacher Allowed in the Elementary School Districts of 39 Counties.

County	Assessed valuation of "Operative Property" Per Pupil, 1935-36			Assessed valuation of "Operative Property" Per Teacher, 1935-36		
	Highest District	Average District	Lowest District	Highest District	Average District	Lowest District
Alameda.....	\$ 72,239	\$ 1,279	\$ 0	\$ 1,733,740	\$ 39,772	\$ 0
Amador.....	494,938	8,990	0	6,929,125	191,858	0
Butte.....	167,509	2,283	0	2,512,635	60,766	0
Calaveras.....	60,572	3,643	0	1,514,300	67,793	0
Colusa.....	14,139	1,992	0	119,230	46,931	0
Contra Costa.....	28,709	1,354	98	275,160	39,067	1,370
El Dorado.....	110,320	3,163	0	1,556,370	58,551	0
Glenn.....	20,439	1,246	0	183,950	28,268	0
Humboldt.....	8,186	553	0	52,670	13,138	0
Imperial.....	52,524	578	0	420,195	17,244	0
Kern.....	40,462	2,143	0	801,623	62,585	0
Kings.....	10,434	1,345	34	187,820	39,102	310
Lake.....	9,024	1,929	0	199,815	39,160	0
Lassen.....	17,453	924	0	181,120	21,169	0
Los Angeles.....	41,090	959	0	945,060	29,876	0
Marin.....	16,696	1,507	0	217,045	40,672	0
Mariposa.....	5,652	1,138	0	116,080	19,508	0
Mendocino.....	8,412	913	0	86,906	13,301	0
Merced.....	29,252	1,045	0	380,280	29,282	0
Modoc.....	27,288	1,754	0	409,315	28,436	0
Monterey.....	13,823	933	0	248,815	19,930	0
Orange.....	3,669	1,033	302	431,438	25,702	6,840
Placer.....	342,008	4,308	0	1,752,540	105,237	0
Riverside.....	21,413	769	0	338,043	22,665	0
Sacramento.....	13,181	1,220	258	170,981	36,419	4,365

Table III — Continued

County	Assessed valuation of "Operative Property" Per Pupil, 1935-36			Assessed valuation of "Operative Property" Per Teacher, 1935-36		
	Highest District	Average District	Lowest District	Highest District	Average District	Lowest District
San Benito.....	21,962	30,986	0	133,420	1,363	0
San Bernardino.....	63,820	1,621	0	1,786,955	48,282	0
San Diego.....	6,690	2,649	0	173,940	71,731	0
San Francisco.....	3,076	3,076	3,076	96,458	96,458	96,458
San Luis Obispo.....	26,640	1,402	0	159,840	33,021	0
San Mateo.....	14,714	1,157	449	306,638	37,880	8,820
Shasta.....	301,306	8,133	0	2,204,490	145,905	0
Sierra.....	5,259	886	320	110,445	18,476	2,355
Solano.....	62,568	1,643	0	1,126,230	46,222	0
Sonoma.....	8,071	857	0	90,780	21,125	0
Stanislaus.....	14,671	740	0	117,365	21,938	0
Trinity.....	5,421	879	0	73,928	13,207	0
Ventura.....	32,411	966	0	242,875	29,345	0
Yuba.....	145,948	2,341	0	596,285	53,720	0
For 39 counties:						
Highest for column.....	494,938	30,986	3,076	6,929,125	191,858	96,458
Median.....	21,413	1,345	302	248,815	36,419	4,365
Lowest for column.....	3,076	553	0	52,670	1,363	0

Table IV is on Page 46

Table V. Maintenance Taxes Levied by Elementary School Districts in 39 Counties.

County	1934-35					1935-36				
	Cents Per \$100 of Assessed Valuation					Cents Per \$100 of Assessed Valuation				
No Tax	1-15	16-30	31-45	Over 45	No Tax	1-15	16-30	31-45	Over 45	
Alameda.....	16	7	13	7	0	13	11	12	7	0
Amador.....	24	0	1	0	0	21	2	2	0	0
Butte.....	36	6	11	0	0	31	12	8	2	0
Calaveras.....	31	0	0	0	0	30	0	1	0	0
Colusa.....	12	5	3	0	0	6	7	7	0	0
Contra Costa.....	18	7	15	7	0	16	8	16	7	0
El Dorado.....	50	0	0	1	0	50	0	0	1	0
Glenn.....	28	3	1	1	0	20	10	2	0	0
Humboldt.....	69	20	12	0	0	61	24	16	0	0
Imperial.....	18	7	12	3	0	16	6	12	6	0
Kern.....	8	14	46	10	0	0	16	50	6	7
Kings.....	15	10	5	3	0	10	10	10	3	0
Lake.....	10	3	2	1	0	9	2	5	0	0
Lassen.....	26	1	1	0	1	26	0	2	0	1
Los Angeles.....	14	14	53	29	3	2	9	59	41	2
Marin.....	28	2	6	6	0	22	8	8	4	0
Mariposa.....	23	0	0	2	0	20	2	1	2	0
Mendocino.....	64	3	4	0	0	59	8	3	1	0
Merced.....	35	11	10	1	0	31	13	11	2	0
Modoc.....	34	1	2	0	0	33	4	0	0	0
Monterey.....	41	3	16	0	0	25	7	26	2	0
Orange.....	3	8	14	17	1	0	6	20	16	1
Placer.....	32	5	4	0	0	25	9	7	0	0
Riverside.....	22	6	22	1	0	7	15	29	0	0
Sacramento.....	26	12	15	6	2	14	16	23	4	4
San Benito.....	18	7	2	0	0	16	8	0	3	0
San Bernardino.....	10	8	37	9	1	4	29	27	5	0
San Diego.....	36	12	21	4	0	18	14	39	2	0
San Francisco.....	0	0	1	0	0	0	0	1	0	0
San Luis Obispo...	37	11	18	2	0	29	17	20	2	0
San Mateo.....	8	4	11	5	2	4	8	14	4	0
Shasta.....	77	3	2	2	0	77	2	4	1	0
Sierra.....	5	3	1	0	0	1	0	5	3	0
Solano.....	26	5	6	2	0	18	13	4	4	0
Sonoma.....	99	7	7	4	0	86	17	9	5	0
Stanislaus.....	37	6	9	0	0	30	18	9	0	0
Trinity.....	22	0	2	0	0	22	0	2	0	0
Ventura.....	11	8	20	2	0	3	7	27	4	0
Yuba.....	22	3	2	1	0	19	4	5	0	0
Totals for 39 counties	1091	225	407	126	10	874	342	496	137	15

Tax Rates and Maintenance Money Raised by District Taxation

Table IV (page 46) shows that in 1935-36 the total maintenance money raised by local taxation was greater by \$3,843,483 than the amount in 1935. In the 39 counties, 876 districts raised more maintenance money by

local taxation in 1935-36 than in the previous year; while 165 districts raised less. In 545 districts tax rates were higher in 1935-36, while in 352 districts tax rates were lower in 1935-36. Thus there was a tendency to increase tax rates in spite of increased assessed valuation growing out of the allocation of operative property.

A further analysis of tax rates is shown in Table V. In 1934-35, 1091 elementary school districts levied no district maintenance taxes. In 1935-36 only 874 such districts levied no maintenance tax.

In every category of the table the number of districts is greater in 1935-36. This seems to indicate that the tendency to increase tax rates was general, even where tax rates were already relatively high.

Equalization Needed

The figures presented in this study indicate the need for equalization of educational support among elementary school districts. Under present conditions many such districts are forced to depend entirely, or almost entirely, upon state support. The assessed valuation of the district is in many cases so small in amount that even with an extremely high tax rate little or no money can be raised.

It is evident that larger school taxing units would smooth out the extreme inequalities. However, even under a county taxing unit, wide inequalities in abilities to support schools would still exist. Among the 39 counties studied, the relatively poorest has \$4805 of assessed wealth per child in average daily attendance. The relatively richest district has \$21,410, or nearly 4½ times as much, per child in average daily attendance.

In terms of teacher units the most fortunate county (San Francisco, \$605,862) has approximately 4.8 times as much assessed wealth as the relatively poorest county (Trinity, \$126,792).

Additional State Money Needed

Under present constitutional requirements the State of California raises \$60 per child in average daily attendance (during the previous year). This money is distributed among the districts of the state.

Each district receives \$1400 per teacher-unit,³ and a small additional amount per pupil in average daily attendance. This latter amount varies somewhat in different counties. On the average the elementary school districts receive from the state in the neighborhood of \$1500 per teacher unit.

In the poorer districts, therefore, the entire district budget must depend largely if not solely upon this income from the state. In such cases it is virtually impossible for the district to carry on an adequate program of modern education. The \$1500 is not sufficient to provide for the single item of the teacher's salary, except in the case of the inexperienced beginning teacher.⁴

3. See Footnote 2.

4. The average salary of kindergarten and elementary school teachers in the state for the year 1934-35 was \$1668. The average elementary school teacher's salary in city districts of the state during the same year was \$1904. It should be remembered that these averages are abnormally low, since they reflect reductions made during the depression years. It should be remembered, too, that extremely low salaries now paid in many rural sections enter into the state average.

(Please turn to Page 46)

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AROUND the STATE . . 7

SACRAMENTO COUNTY

R. E. Golway, County Superintendent of Schools, Sacramento

SACRAMENTO County had its beginning in the founding of the city of Sacramento, August 12, 1839, by Captain John A. Sutter. This was the first settlement of white men in interior California. It was first called "New Helvetia."

Sacramento played a momentous part in the early pioneer history—as center of the great gold rush of '49 and '50 following the discovery of gold by James W. Marshall, one of Sutter's men, January 24, 1848; in the building of the first railroad in California, Sacramento to Folsom, 1856; as the Western terminus of the Pony Express, 1860-1861; and in the construction of the first transcontinental railroad, now the Southern Pacific, in 1863-1869.

Sacramento not only is the county seat of Sacramento County but also the capital of California. By many this section is known as the "Heart of California." The Capitol is situated on a gently sloping terrace. The height of the building, from the ground level to the ball surmounting the lantern at the top of the dome, is 237 feet. The architecture is of the florid-Corinthian type, reminiscent of the Roman Forum. Mural paintings in the rotunda, the work of Arthur F. Mathews, a California artist, depict historical periods of the state.

On the second floor of the Capitol are located the legislative chambers, the Senate and the Assembly. Since the erection of the first building, two large and very imposing buildings have been erected to the west, and



Grant Union High School, Sacramento County

two large buildings to the south. The Library and Courts building houses the State Department of Education and the State Library.

Sutter's Fort

Another important point of interest in Sacramento is Sutter's Fort. It was established by Captain John A. Sutter, a Swiss adventurer, as the first outpost of white civilization in the then interior wilderness of California. The fort was originally built as a protection against the Indians. This fort became the western terminus of the overland wagon train, and one of the richest and largest trading posts of the west. In 1850 more than 42,000 miners and their followers passed through its hospitable gates.

Sutter's Fort some years ago was purchased by the Native Sons. It has now been restored to its original form and is owned and maintained as a State Museum.

Sacramento County has a splendid climate, with warm, healthful summer days and summer nights that are always a delight, and

with winters so mild that even light frosts are exceptional.

The school system of Sacramento County includes all classes from kindergarten to the junior college; the latter accredited to two years of university work. There are 7 senior high schools in the county and 5 junior high schools. All the senior high schools are accredited to the University of California.

Grant Union High School

Perhaps, at present, the most interesting of the high schools is the Grant Union High, located in the northwestern part of the county. It was formed from the territory known as the Lincoln elementary, Rio Linda joint union elementary, Robla elementary, Del Paso Heights elementary and North Sacramento elementary school districts. This past winter the Arden elementary, Jefferson elementary and American Basin elementary school districts have joined this high school.

In 1931 the residents voted bonds, and William Rutherford was elected principal. Through his efforts the school has grown from low wooden bungalows to a magnificent, fireproof building. The location of every building, and the locating of sites for outside activities were carefully planned.

In the 6 years that this school has been maintained, it has had a steady growth until its enrollment at the present time nearly reaches the 900 mark. For all this accomplishment credit must be duly given to the principal, the faculty, the trustees, and the people of the community; also for financial help that was given by the Federal Government.

One particular feature of this school is the fact that there are no secret fraternities. There is just one society which is known as the Grant Union High School Student Body.

It is interesting to drive around Sacramento County—a trip down the Sacramento river to see the vast orchards and the asparagus fields; a trip to the northern part of the county to see the poultry industry; to

(Please turn to page 26)



BEACON POINT

A CIVIC BEAUTY PROJECT OF RAMONA UNION ELEMENTARY SCHOOL

Under direction of Ruth Kearney, Teacher; George MacGillivray, Principal

IUR school has had numerous student governmental organizations such as reading clubs, social science clubs, hobby and stamp clubs, forty-niner camps, etc. No organization has received such an enthusiastic reception as the formation of a city along the lines of an incorporated city.

Thirty-two citizens of my 7th grade class petitioned a board of supervisors for permission to form an incorporated city with a charter. They chose the name of "Beacon Point" as this group of students published the weekly school paper known as the "Ramona Beacon."

A Mayor and Commission

When the supervisors granted permission for the formation of such a city, an election was held and a mayor and commission were chosen. The commission was made up of three members and included a clerk, tax-collector, and treasurer.

The rows of desks in the room were transformed into city blocks. Each desk became a home with a number.

Anyone who made a good deal of noise was accused of disturbing the peace.

A Department of Public Safety was organized. This department was beneficial to the entire school as well as the 7th grade. This police department had a regular system of rank promotion, including a chief of police, captain, lieutenant, and patrolmen. The patrolmen were in charge of the halls. The lieutenant was in charge of safety on the playgrounds. The captain took charge of minor traffic violations such as speeding (running in the halls), being a "road-hog" (walking in the middle of the halls), etc.

A Fire Department was organized and took entire charge of all the school fire-drills and fire-prevention measures. During fire-drills, the firemen directed the students.

A Health Department was composed of students who had taken a regular first aid course. These students took charge of opening windows of the room, adjusting blinds, and supervising the health of the citizens.

One of the most active organizations of Beacon Point was the Civic Beauty and Park Department. These industrious workers have done much to beautify the grounds by planting trees, flowers, and plants. One day was designated as "Clean-Up Day." All of the citizens brought hoes, rakes, shovels, buck-

ets, etc., from home, and did much to beautify the grounds. The playground division of the Park Department took charge of games during recreation days.

The Educational Department of Beacon Point included a library department which took charge of book reviews and cultural reading; a publicity staff which included the Ramona Beacon newspaper staff and arranged for changing the bulletin-boards frequently; and a program commission which



Agricultural visitors from foreign lands visit Beacon Point

arranged for auditorium and room programs.

A Post Office Department delivered letters to the citizens of Beacon Point and took charge of mailing letters at the Ramona Post Office.

Our city had a very important Chamber of Commerce organization. Any one in the school could become a member of the Chamber of Commerce by buying something to beautify the grounds or giving so many hours of manual labor. The rapidity at which the grounds were improved was amazing. Most of the children of the school became permeated with a greater spirit of civic beauty and took more pride in the school.

ANY honored visitor who came to our city was presented with a golden key to Beacon Point. He was greeted by our mayor and made welcome to any part of the city. Our county superintendent of schools was given a golden key as a souvenir.

This project has given the class greater training in municipal government; taught students many worthwhile occupations; increased their ability at public speaking; improved the appearance of the rooms and grounds; taught student discipline in the room and halls; and improved the civic morale of the children of Beacon Point.



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Around the State

(Continued from page 24)

the eastern part to see the gold-dredgers and the large production of prunes in and around Sloughhouse, and south to see dairying and poultry production. Excellent highways lead in all directions from the capital city. Within a few hours the whole county can be visited.

Sacramento County teachers have their organization, secondary and elementary combined. It is a live-wire organization, interested in progressive education, interested in all that will tend to do for the child. They are willing to experiment but are not readily given over to radical changes in education. Most of our principals have been in our schools for some time, and the growth and development of these school plants are a monument to their administrative ability.

The County Superintendent's Office employs 5 supervisors who are sympathetic leaders in the field of education. At the present time there is a general supervisor, primary supervisor, music supervisor, physical education supervisor and the supervisor of attendance. These people have kept abreast of modern education and have proven themselves to be real leaders in the field of supervision.

The office of County Superintendent of Schools is on the third floor of the County Court House, and at all times teachers and those interested in education are invited to visit us.

SAN DIEGO COUNTY

Ada York, County Superintendent of Schools

SAN DIEGO County, historic birthplace of the State of California, stretches over many miles of country, some of it mountains and valleys, some of it coastland, and all very well provided with state highways and good county roads.

This area comprises 8 cities, San Diego, the largest, and several other smaller cities but all growing rapidly. Besides cities, there are 12 towns ambitious to be cities and furthering their ambition each year by noticeable increases of population.

San Diego County arouses the interest of many eastern and mid-western groups who come to this county with the thought of making it their home. The Port of San Diego serves a large Navy population. Many of the Navy men when they retire bring their families to San Diego, buy their homes and become active citizens.

School population grows apace. For the year ending June 30, 1936, the schools of the county, that is, cities and rural areas both, had a total enrollment of 60,089. This enrollment was divided into the several groups—kindergarten, elementary, high school, special day and evening classes in the high

school and junior college. Of this total enrollment, 21,588 belongs to the schools outside of San Diego City.

The 3 unified school districts are San Diego, Coronado and Vista. There are 11 high school districts outside of San Diego City and 74 elementary districts, 16 of which are union school districts. These centralized schools are in towns and open country. To comprise the 16 unions, 45 elementary districts have united.

All large schools, both high and elementary, are under leadership of district superintendents. This group of school executives is a thoroughly progressive, wideawake group. They meet together locally and work unitedly to carry forward the California program of education of adolescent youth.

San Diego County citizens are actively interested in offering to the children excellent educational opportunities. This interest is evidenced in the voting of bonds for new school buildings, in applying to the federal government for aid under the Public Works Administration. The citizens also are aware of the value of the school as a civic center. Throughout the county the buildings serve the community frequently.

AND interesting program has been developed in the department of physical education supervision, which co-ordinates with the work of the department of music supervision. During the Exposition recently held in San Diego, children throughout the county schools presented before an interested public programs of physical education and music. A regular weekly program was presented for 9 weeks through vacation, which gave to the public demonstrations of the children's work in harmonica, rhythm-band, folk-dancing, puppetry, part and chorus singing and physical education activities such as rhythmical drills, pyramid-building, tumbling, pageantry, etc. This made a very fine impression not only on our San Diegans but on the many visitors from other cities.

The outstanding characteristic of public education in San Diego County is the awareness on the part of all those concerned, that is, the school officials, the parents, the teachers, and the children themselves, that life affords an opportunity for delightful self-expression; that school tasks are a sort of adventure in courageous living.

The whole purpose of the school is char-

Charles L. Biedenbach, retired principal of Berkeley High School, was recently honored by C. T. A. Bay Section Council's unanimous passage of a beautifully-phrased tribute prepared by a special committee—David E. Martin, chairman, Walter T. Helms, Dan H. White.

Mr. Biedenbach's high and devoted services to education have been described in this magazine December 1936 and September 1932. During his half-century of service in the schools of California he attained distinction in many fields.

acter development through the daily round of school duties.

The children in the community, little and big, are enthusiastically interested in their school. We feel that this healthy condition is due to the teaching personnel. The teachers and their leaders, that is, their district superintendents and principals, work together harmoniously, tied together by their common interest in the children in the various communities.

Enriched School Life

Because we have cultural facilities in Balboa Park, our children have had an enriched school experience. In the Park, as every one knows, is a remarkably fine Zoo; we have the Natural History Society, the O'Rourke Zoological Institute, the Fine Arts Gallery, the Science of Man Building and, latterly, the new organization known as the Hall of Education.

We have the great outdoor organ. Many times schools have given presentations of their orchestras, pageantry, singing and folk dancing, etc., on the stage of this wonderful organ pavilion. Colorful presentations of folklore and Early California history have been presented there before an admiring public.

IT is the thought of the staff in the County Office that of all the many interests in our big County of San Diego, the School is the one of paramount importance and the one that ties us all together, chambers of commerce, churches, parent-teacher associations, service clubs and all groups.

There is everywhere evidence that the schools are part of our life; that the pupils and students are really a participating group in our community life.

National Organization

AYEAR ago the NEA Department of Superintendence asked the Educational Policies Commission to give careful consideration to "the problem of effecting a national organization of the school forces of the country."

After careful study the Commission has published its findings and recommendations in a 64-page bulletin entitled "A National Organization for Education."

This bulletin is full of interesting and valuable material for individuals or groups who are studying this important problem. It will be sent free upon request. Address NEA.

NEA Educational Policies Commission has prepared a study guide to its recent report, "The Unique Function of Education in American Democracy." This guide is helpful to individuals and student groups who are making a careful study of this important document. Copies of the study guide will be sent free upon request. Copies of the report sell for 50 cents each. Address NEA.

LIBRARY SERVICES

Hattie Murray, Librarian; Eleanor Duncan, Assistant Librarian, Woodrow Wilson Elementary School, Gridley, Butte County; Michael Nugent Jr., District Superintendent

LIF one visits our library, he will find every where boys and girls occupied with books, some searching the shelves, others quietly reading.

The room is inviting. There may be a low sound of voices and movement that suggests pleasure.

The superintendent, an enthusiast for the child-centered school and for the new philosophy of education which holds that education instead of preparing for life, is life, organized the library this year.

A part of the boys play basement was used for the room. The equipment consists of tables, which will seat 8, shelving, magazine and dictionary-stands, cupboards and files for pictures and clippings, together with a large bulletinboard.

Each class has a 25-minute period 4 days a week. A teacher is in charge from 11:05 to 3:40.

Book Report-forms Are Used

The child takes his book from the shelf and returns it to its proper place at the close of the period. A book report-form is then filled out. Once a month a Book Club from each class meets. Reports are given. Or, it may be an appreciation period. One day a week instruction is given in library usage.

We aim to stimulate the desire for use of

Here are three views of our beautiful library where the children are busy and happy



books for pleasure, for information, and for study.

All the furniture was well made by W.P.A. labor. At the present time we have a W.P.A. worker binding material taken from the National Geographic Magazine.

* * *

Vocational Conference

Mabel A. Stanford, Chaffey Junior College

CHAFFEY Junior College recently concluded its second annual vocational conference when outstanding speakers from Southern California industries and professions spoke before 30 student sections.

More than 1000 freshmen and sophomores of Chaffey Junior College and seniors of Chaffey Union High School attended. The conference was organized by the vocational guidance committee of the junior college with Dean Pearl Clark, secretary. It is a part of the larger guidance plan outlined by S. Helen Brown, Chaffey district psychologist.

The success of the vocational conference was indicated by the large attendance on the part of the students and their interest in the different subjects. Director Charles J. Booth indicated his satisfaction in the whole-hearted co-operation of the students and the enthusiasm of the speakers who gave their time to work with the student groups.

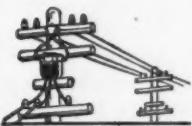
Thirty sections met on a staggered program throughout the day. Regular classes were conducted at the junior college, but students could be excused from class for attendance at one of the conferences. High school seniors were excused from one high school class for attendance. Conferences met in 2-hour periods.

Outstanding men and women from different fields of work throughout Southern California volunteered their services to bring the latest vocational information on different topics. There was wide interest both on the part of the speakers and students. Nine of the speakers were alumni of the college.

* * *

School Executive seventh annual conference, auspices University of California summer session, Berkeley, July 12-23, will feature George F. Womrath, assistant Superintendent of schools, Minneapolis, on maintenance and operation of school plants. Another feature will be discussion of the national Educational Policies Commission.

Authoritative



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BOY COOKS

BOYS FOODS CLASS CREATES INTEREST

*Corrine Bush, Home Economics Teacher, Wilshire School, Fullerton
R. E. Green, District Superintendent*

WHEN the fall term opened in Fullerton elementary schools, we organized a Boys Foods Club for eighth grade boys and thereby launched out into a field of exploration that has proven most interesting and significant.

From the educational viewpoint, the results have been gratifying. As for the interest shown, we might say that it has met with the greatest display of enthusiasm. The boys have been wholeheartedly absorbed in the work and genuinely sincere in their desire to learn.

Over 100 boys signed up for the class, which could only accommodate 24. About one-third of these were Boy Scouts who knew a few of the simple rudiments of camp cookery.

During the semester the boys have learned a great many things. They began by studying the abbreviations employed in the writing of recipes. It was rather surprising to find that they were especially interested in vegetable cookery. When asked why, one young fellow volunteered the information that he had "eaten so many rotten ones." He wanted to know how to prepare tasty dishes and menus!

They have also made a study of cakes, pies, cookies, candies, and meats.

Eating the foods which they prepared, furnished an opportunity to emphasize the correct method of setting the table and of serving and eating properly.

The boys themselves asked to be permitted to keep a notebook of recipes. During the Christmas holidays there were many requests for cookie, cake, and candy recipes.

One of the boys remarked, "It's fun to do things at home now because Mother lets me have the kitchen all to myself. Before I entered this class, she always said it was a shame to waste good materials."

The boys work well together. They divide the tasks.



The boys work well together. They divide the tasks. Each one goes after his particular job with enthusiasm. Nor does their zest lag on the clean-up duties. They wash, rinse, and dry the dishes, wash out the dish-cloth and towel and stretch them in orderly place in the drier.

We cannot hope in such a brief course to make expert cooks, but we do develop an appreciation for the art of cooking; make them conscious of the fact that certain foods safeguard health while others do not serve to build strong healthy bodies; and, insofar as is possible, make them conscious of their table manners.

Turning to the educational significance of this exploration, we might suggest a few of the facts that leading educators all over the country are considering.

Trade Education Urgent

Unquestionably, we need to provide greater opportunities for the young men and women, boys and girls, to learn trades. The curricula of our grammar schools has been formulated to enable pupils to enter high school with the proper credits. High schools, while they now give more time and attention to the crafts, are principally designed to be a preparation for college. In the face of that, the fact that only about 10% of these young people enter college presents a serious problem. This does not mean that 90% of the students are wasting their time, but we need to encourage crafts of every kind.

At present, good chefs and waiters are in demand. Those who can satisfactorily fill the requirements find little difficulty in obtaining work.

Our boys cooking class is a modest exploration into a new field, but if we did no more than to create a respect for that trade and a desire to pursue it further, the course would have served a worthy purpose.

To build rightly for the future, we must impress upon our young people that a trade of some kind is essential and desirable for one who cannot continue on through college, and that all useful labor is to be respected.



"It's fun to do things at home now."

The Last Parade

Ruth Vivian Kidwell, Berkeley

LONG rows of soldiers, strong and straight,
Their destination set by fate,
Each man in line from front to rear—
Whose fault is this that they are here?

Recall that vivid, pulsing day
When these young men all marched away,
Democracy to vindicate,
Long rows of soldiers, strong and straight.

Yet here they lie 'neath crosses white,
Since each one fell amid the fight,
The victims of that widespread hate,
Their destination set by fate.

Obedient to duty's call
Until the end, they're heroes all!
How can you see without a tear
Each man in line from front to rear?

This image of their last parade
Continues on. It cannot fade,
Till passing time at last makes clear
Whose fault is this that they are here?

* * *

Individualized Programs

SIBYL MANDELL, Ph. D., psychologist and remedial teacher, Mt. Diablo Union High School, Concord, Contra Costa County, has successfully completed a particularly praiseworthy project on individualizing freshman program planning in a senior high school by combining psychometrics and the psychotherapeutic techniques of individual psychology. Her excellent paper describing the work and the technics employed is too long for reproduction here.

She concludes, "After the first year of this program, certain interested members of the faculty found that summary sheets were of greater practical value when additional insight was gained in their making.

"Voluntarily, a small group of teachers met weekly with the psychologist to discuss fundamental theories and technics of interpretation and guidance, thereby greatly increasing the efficacy of the entire procedure."

TEACHER SALARIES

SUMMARY OF REPORT SHOWS NEED FOR IMPROVED METHODS OF RESTORATION

*Donald T. Graffam, Chairman, Teachers Salary Committee
California Teachers Association, Southern Section*

THE latest study of the teachers salary committee of California Teachers Association, Southern Section, reveals that while there is a favorable outlook for restoration of teachers salaries to levels comparable with advancing living cost, there is a definite need for improving methods of restoration¹.

Questionnaires were mailed last November to school administrators in all types of districts in Southern California by the committee, for the purpose of determining trends in salaries of public school teachers, and of ascertaining what methods of restoration were most commonly used. The more important findings from the 147 replies that were received have been summarized by Merle Innis, chairman of the salary trend committee:

1. There was a definite trend during 1936-37 to increase teachers salaries; 72% of the schools reported such action; replies from an additional 18% of schools were interpreted to mean that increases had been allowed under salary schedules previously adopted. Thus the present school year has witnessed widespread restoration of public school teachers salaries in Southern California.

2. Salary increases where made were not large. Both the 75 percentile and median increase in salary were 5%. The 25 percentile was 3% in all types of districts taken as a whole. This small increase was undoubtedly due to this 5% limitation placed upon school budget expansion by the state government.

3. The outlook for continued restoration of teachers salaries to levels more comparable with advanced living costs appear to be quite favorable. Nearly half (46%) of the replies indicated probable increases for the year 1937-38.

An additional 35% of replies indicated the continuance of status quo, which, in those systems having adopted a salary schedule providing for regular increments, would mean further salary restoration.

4. The median increase which administrators expected their boards would grant

1. The committee acknowledges the work of Merle W. Innis, of Burbank City Schools, who assumed full responsibility for doing the statistical work in connection with this study, and to Roy H. Norman, Principal of Highgrove School, Riverside County, who constructed the questionnaire.

have reached, by 1937-38, practically all school districts.

6. The methods of restoration of salaries which have been used during the past two years vary from the best possible practice to the worst possible. They include, on one hand, carefully revised salary schedules and, on the other, individual teachers bartering with superintendents and board members for increase.

With trends as they are, every school system should aim to establish a fair and equitable salary schedule which meets the needs of the situation. California Teachers Association—Southern Section is prepared to provide opportunities for interchange of experiences and ideas in the construction of such schedules.

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GAME PROGRAM

A GAME PROGRAM FOR AN ELEMENTARY SCHOOL

Jack Stone, Teacher, Garfield Elementary School, San Diego

IN some of the larger elementary schools the game program becomes quite a problem. Every child needs a time, place, and game to play. Where the play area is limited and the number of children large it takes quite a bit of organization to accomplish this.

At Garfield School, enrollment 750, we have a game program which has proved satisfactory. The grounds are divided into 3 main play areas; the lower grades area for first, second, and third grades, the upper grade boys area, and the upper grade girls area.

Within the lower grade area there are: jungle gym, bars, swings, slide, and sandbox, in addition to playfields for circle games and such other games as the teachers wish to teach. A schedule is planned so each first grade class has opportunity to use one piece of equipment each day. Each class progresses next day to a new piece of equipment. By the end of the week all classes have had the chance to use 5 different types of playground material. The playfields of the lower grade area are given over, in the main, to the use of the second and third grades, which need more organized games.

The upper grade field is divided into two sections, one for boys and one for girls. The plan of rotation is the same for both. There are 8 game-courts, this being the number of

upper grade rooms. Every other court is a court at which a game already familiar to the children is played. The alternate courts are used to introduce new games. Every 2 weeks directions for a new game are sent to the upper grade rooms. This game is then taught and stressed for the following 2 weeks.

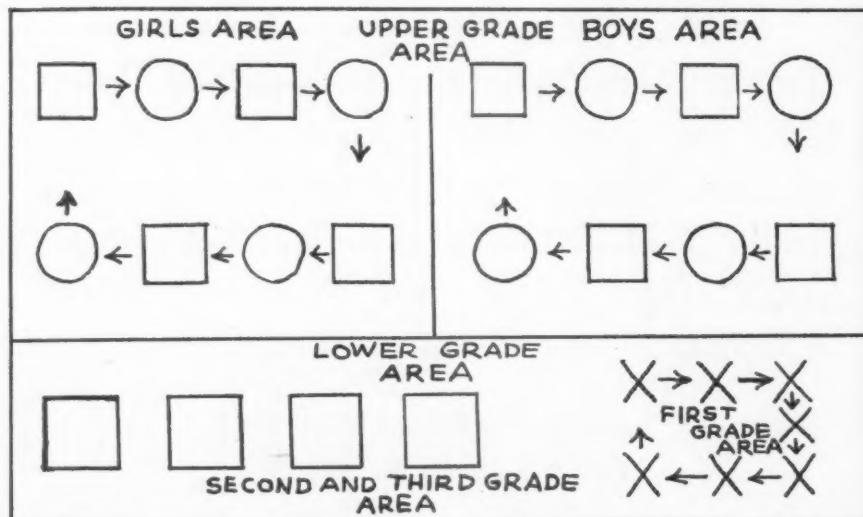
Under this system the schedule for any one class might be somewhat as follows: Monday, indoor; Tuesday, new game; Wednesday kickball; Thursday, new game; Friday, volleyball. With this system children have a wide variety of games during the week; they have a repetition of old games which they already know; they have the opportunity to spend extra time on new games; and having a definite time, place, and game to play, it is easier for the teacher to spend more time with the group which is learning the new game.

From the administrative standpoint the plan also has its advantages. All classes are able to have their physical education period at one time; there is no confusion or overlapping of schedules. Knowing ahead of time the games for which the courts are to be used, the ground commissioner can have the fields lined and ready to play upon.

Acknowledgement

Credit for this plan goes to Mrs. Adele Outcalt, former principal of Garfield School, who originated it, and Ruth MacClenathan, present principal, who modified it to suit the need.

Diagram of the Playground devised by Outcalt, MacClenathan and Stone



A State Function

RECENT decision of Colorado State Supreme Court re-affirms the American tradition that public education is a State function. The court declared that the establishment

and financial maintenance of public schools is the carrying out of a State and not a local or municipal purpose.

Many decisions by courts throughout the Union have been unanimously to the effect that the support of the public schools is a State and not a local function.

High School P.-T. A. Conference

CONFERENCE for high school parent-teacher association presidents and extension chairmen, during annual convention of California Congress of Parents and Teachers, at Pasadena, is scheduled for Wednesday, May 26, 8:00 to 9:45 a. m., Civic Auditorium.

Dr. Aubrey A. Douglass, Chief of Secondary Education, State Department of Education, will speak on the parent in new secondary school procedures. All secondary school principals are invited to attend and participate in the discussions and questions which will follow.—Mrs. J. J. Garland, state chairman, P.T.A., in High Schools.

* * *

A Day with David

Mrs. Laura E. Snyder, Teacher, Grade 2A Alhambra

NAUGHTY, black-eyed little David. On probation! He just boards around, he says.

We had been in need of paint cloths for our art lesson. At 9:00 a. m. David appeared with a shirt, torn in half. He said it was his very own shirt and an old one. We hoped so.

He gave the biggest half to Paul, whom he had beaten up on many occasions. We thought that was kind and unselfish of David. All the children promised to help David through the day.

Then we painted a grocery store.

Ten o'clock recess . . . two fights. David came in quite out of breath. It seems they all picked on him. David was not to blame! The other boys just ganged up!

Eleven o'clock recess . . . he locked Billy in the washroom.

David had to stay after school for talking. While I was out for dismissal Wade passed David's desk. When I came back they were both on the floor in a clinched pitch battle.

Wade was sent home. I scolded David. He cried as though his heart would break. As his little head bobbed up and down on the hard desk he said, "Everyone in the world picks on me and nobody cares."

We wiped away the tears and David cleaned the blackboards. He wanted to clean the erasers too, but I wasn't quite so sure about that. David and his dinnerpail vanished.

At 2:35 David came back with a gift for me of 8 empty grocery-boxes and one beautiful shiny can. They were for our grocery store. We hoped the groceryman had given them to him. He was so pleased that he had brought me such a treasure.

Then he fixed them all up on a shelf.

"Well s'long," he said, "I've got to go along. The probation officer and the truant officer are seeing me tonight."

"Good-bye."

What would you do about David? Life isn't dull when one teaches school. Some how I love naughty David. Perhaps we do gang up! He's only nine!

P. S.—Next day, 8:50 a. m. . . . David just jumped out of a window!

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Author. Harrington Wells is a professor of biology at the Santa Barbara State College and is a scientist of recognized ability both as a teacher and as an author. He is the author of "Tidepool Animals" and "Pets and Their Care," California State Series in Elementary Science; and "The Teaching of Nature Study and the Biological Sciences." He conducts each summer the Santa Barbara Nature Study School.

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PLACEMENT SERVICE

California Teachers Association offers its members placement service at nominal cost. Members seeking placement service should address Earl G. Gridley, 2163 Center Street, Berkeley; phone THornwall 5600; or Fred L. Thurston, 200 Continental Building, Fourth and Spring Streets, Los Angeles; phone TRinity 1558.

Don Bullington Wins

WHEN Judge Robert Miller gave Don Bullington, California State Polytechnic livestock student, San Luis Obispo, the purple ribbon for winning the lamb grand championship at the Interstate Junior show at South San Francisco, he did not know that



an even greater thrill was ahead for the 19-year-old Future Farmer.

When the lamb went to the auction March 25, it brought a new world record price of \$10.25 per pound. This lamb was the product of vocational agriculture, in which Bullington started at Caruthers High School and is continuing at California Poly.

Don bought the sire and dam of this lamb at nominal prices, but good care and feeding made it what the judge characterized as the finest spring lamb he had ever seen.

California History

A HISTORY of California, issued by W. H. Sadlier, is called "California History" and is written by Margaret Mary Kennebeck. Preface is by Dr. Herbert E. Bolton, University of California.

The aim of the history is to give an appreciation of the influence of the old world upon modern California and to outline the most interesting facts of this state's history. The book is for the intermediate grades; is well printed and illustrated.

The chapters are short and each has questions which bring to the pupil the details described.

Kindergarten Century

GERTRUDE E. HUSSEY, kindergarten teacher, Jefferson School, Berkeley, at a recent meeting of C. T. A. Bay Section Council Classroom Teachers Department, presented an admirable and scholarly paper describing one hundred years of kindergarten movement.

Beginning with Froebel's pioneer effort of 1837, she traces the kindergarten idea step by step to modern times. Emma Marwedel of California did a colossal work. Many noted California women have been deeply interested in the kindergarten. Miss Hussey's survey is comprehensive and timely.

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MOVIE APPRECIATION

A NEW APPROACH TO MOVIE APPRECIATION

Edward H. Rowins, Tulare City Schools

MUCH has been said and written of the technique by which the motion-picture may serve as a medium for the study of English, literature, and the allied arts. As yet, little has been done to present any program whereby the average theatre-goer may enjoy movies as an interest in their own right. Principal attempts thus far have been largely on the secondary level. In most instances the procedure has followed a rather stereotyped form. Emphasis has been placed on accepted classics adapted for the screen, the purpose being (and a thoroughly worthy one it is) to increase interest in the literary requirements of a traditional curriculum.

Beyond this, however, the work has been quite sketchy and subject to little experimentation. Because it represents a complete departure from the foregoing practice, the writer presents here a brief record of an elementary students group experience in movie appreciation.

Pupils Interest Group

The principal and faculty of Central School, Tulare (upper grade departmentalized program) were faced with the problem of utilizing certain study periods to greater advantage. As a partial solution, two periods a week were set aside, during which a pupil attended an interest group of his own selection. Available to choose from there were groups: in arts and crafts, stamp collecting, model airplane building, home-making, dramatics, and movie appreciation.

So far as the Movie Appreciation group was concerned, certain factors were clear at the start. In the first place, the children were there because they wanted to be. They had the same real interest in movies which one finds in any average group. Interest was far greater in adventure and fast-moving comedy than in the more subtle and aesthetic qualities of the artistic triumphs.

A sound bit of educational theory, too often disregarded, is to begin with a child from where he is, not from a level above his comprehension or in a realm beyond his appreciation. On this basis the group met, and following this principle the interest has moved forward.

The range of topics covered has been amazing; the method of presentation informal and unorthodox, as teaching conventions go. But the results, the writer believes, have been well worth all.

Leading the list for popularity was the consideration and study of animated cartoons. Without question, the antics of Mickey Mouse and his friends of the celluloid have a universal appeal. Hollywood gossip and personalities were likewise favorite subjects for conversation, and they were fully discussed.

Mechanics of Production

The mechanics of picture production and the review of the current "hits" lent balance to the program. "Textbooks" were movie magazines, supplemented by radio and picture performances. All in all the group has discussed, even though admittedly in a superficial way, the work of everyone from the producer, directors, actors, and cameramen down to and including scenario writers, script clerks, special effects, property, and location departments.

WHAT have they learned? That I can't say. No effort was made to teach prescribed facts; no effort was made to test or drill; no outline was followed. The entire venture was undertaken with but one purpose in view—the profitable, practical and pleasant use of time, much of which had previously been lost.

Of its value, this can with certainty be said, the members of the group were happy because they were doing for themselves, what they wanted, as they wished. In that there was social growth, a cardinal objective of progressive education.

* * *

Social Science

GINN AND COMPANY recently have brought out additional books in their now-famous Social Science Course for elementary schools by Rugg and Krueger.

This set of eight volumes is a complete introductory course in the social studies and is entirely new and distinctive. The series is for pupils of reading ages from 8-11 years—a book a semester for four years. Accompanying each reading-book is a work-book and teacher's guides.

For example, volume 6 "Man at Work: His Industries," is a series of vivid historical units showing Man advancing in his mastery over the physical world.

Among other fine new Ginn books are "Adventures in Sport" by Lewis J. Persky of Cleveland, and "Young Americans," a collection of stories by Cornelia Meigs. All these new books are substantially bound, excellently printed and beautifully illustrated.

Educational Policies

Publications Prepared by the Commission

The Unique Function of Education in American Democracy. Published by Educational Policies Commission. 50 cents.

Influence of the Depression on Education—A Long-Time Research Program. Published by Social Science Research Council.

A Guide to Studies of Educational Resources. Published by National Resources Committee.

A National Organization for Education. Published by Educational Policies Commission. Gratis.

A Bibliography on the Effects of the Depression on Education. Published by Educational Policies Commission. 50 cents.

Deliberative Committee Reports of 1935. Published by Educational Policies Commission. Gratis.

Deliberative Committee Reports of 1936. Published by Educational Policies Commission. Gratis.

Planning Educational Progress. Published by Educational Policies Commission. Gratis.

Some Current Problems in American Education. Published by Educational Policies Commission. Gratis.

Address: 1201 - 16th Street N. W., Washington, D. C.

* * *

James A. Hoskins, teacher, Adult Night School, San Diego, as former superintendent of transportation at Calexico, Imperial County, has made a thorough and valuable study of problems of transportation of California school children.

His paper of 28 pages is too long for publication at this time. We are pleased, however, to bring his important study to the attention of all California schoolpeople interested in transportation problems.

* * *

Voters of the King City Union High School district recently approved a \$50,000 bond issue for the construction of a new school auditorium.

* * *

THE UNIQUE FUNCTION OF EDUCATION IN AMERICAN DEMOCRACY

Prepared by the Commission in collaboration with Charles A. Beard; drawings by Van Loon; 50 cents.

Contents of the Volume

1. Circumstances call upon educational leadership to reconsider its position and obligations to society.
2. The founders of the republic exalted education as a national interest.
3. Democracy and individualism provided the context for public education.
4. Educational philosophy was adapted to the spirit of the age.
5. New interests and ideas demand educational adjustments.
6. The nature of education and its obligations.
7. Conditions requisite for the discharge of educational obligations.

Make checks or money orders payable to National Education Association and remit to Educational Policies Commission, 1201 16th Street N. W., Washington, D. C.

MATERNAL MORTALITY

MOTHER'S DAY . . . MAY 9

Horace H. Hughes, Maternity Center Association, New York City

COMPARED with the rest of the civilized world, America's maternal mortality is shamefully high. It has been called the "darkest blot on our public health picture" because nearly two-thirds of these deaths are preventable.

It is generally true that where mothers get good care from the beginning of pregnancy until after the baby comes, the death rate is exceedingly low—as low as one for every 1000 live babies born!

In the United States as a whole the maternal death rate is a little more than 5, and, in some states, especially those of the South, it reaches the very high figure of 10.

Where does California stand? Compared with Louisiana or South Carolina or Georgia it has a fine record. Compared with the United States as a whole it does a little better than the average, but far too many mothers are dying needlessly within its borders. During the first 9 months of 1936, the maternal death rate in this state was 5. We have no right to be smugly proud of this record, even though it stands near the head of the list, for during the past three years, according to the figures of the United States Public Health

Service, the maternal death rate has been rising.

Other countries with maternal death rates as low as two are gravely concerned over the situation, because even one needless maternity death is too much. There are more than 13,000 in the United States every year, not counting the 70,000 babies, many of whom die from birth causes before they live one month.

Mother's Day comes on May 9. It is be-

coming more and more an occasion when we think of the mothers of the future as well as those of the past and present.

Throughout this country groups of interested citizens are meeting this Mother's Day to seek out in their local communities the causes of death among their mothers and to consider ways and means of providing to each mother who needs it the care she should have, regardless of her ability to pay.

If, in the future, our American maternal death rate is to be brought to a reasonably low point, all groups in the various communities must take an active interest in saving mothers' lives and in providing care.

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Hattie Fuller Gilbert

Hattie Fuller Gilbert, mother of Isabel Gilbert, Riverside County Rural Supervisor, was born in Sonoma County, 1852, and recently passed away at the age of 84. Her parents and her husband's parents crossed the plains in 1851 in different wagon trains.

She began teaching in Sonoma County in 1871; after a brief period of married life she resumed her teaching in Petaluma, where she taught until she retired in 1914. From then to the age of 80 she coached the children and grandchildren of her former pupils and was loved and respected by all.

* * *

Winston Dictionary

Winston Simplified Dictionary for Schools, Shorter Edition. Edited by Thomas Kite Brown, Jr., Pb.D., and William Dodge Lewis, Pd.D., Litt.D. 642 pages, 1100 black-and-white illustrations, colored frontispiece. 32,250 terms defined by United States Government count. List price, 96 cents. Published by John C. Winston Company.

The Shorter Edition is the newest member of the well known Winston Simplified Dictionary family. It is based directly on the Winston Simplified Dictionary for Schools, differing from that outstanding book only in scope.

The format of the book has been designed especially for the child of elementary school age. The type is large and clear. The volume is bound in a rich shade of crimson. It is attractive yet sturdy enough to survive long and frequent usage by young hands.

The use of Webster Workbooks and Seatwork books will save time, effort and hours of preparation; the children will study these books eagerly and happily. Each book we offer is guaranteed to be satisfactory or your money will be refunded. Order today.

CONTINUATION EDUCATION

A REPRESENTATIVE CALIFORNIA CONTINUATION HIGH SCHOOL

A. B. Campbell, Principal, McKinley Continuation High School, Berkeley

MCKINLEY Continuation School, Berkeley, is an important link in the city's educational system, effectively joining the public schools with trade and industry in the Bay District.

McKinley is an integral part of the public school system. Established in 1920 under the Part-time Education Act, it supplements the junior and senior high schools. For these schools, it provides a flexible program for young students still subject to the compulsory attendance law who need special adjustments; a school where these minors undertake vocational subjects of secondary grade; or where, under the Continuation Education Act of 1929, those who are working have opportunity to attend school part of each week in order to complete their high school education or to take work related to their jobs.

Through its business courses, McKinley is supplementing some of the work of the more academic schools. A number of students supplement their work in these schools by enrolling on a part-time basis in vocational type classes in the business education department. These special day classes are offered to adults as provided for in Sec. 3.460 of the California School Code. Here students who have completed high school and college and adults who wish to specialize further in a chosen field may prepare for commercial and trade positions.

First established as a school under the Part-time Education Act where a student working might have the privilege of a high school education, McKinley first shared a building with the Commercial Department, Berkeley High School, until the fall of 1932.

McKinley, which in the meantime had established adult classes and had been reorganized under the Continuation Education Act of 1929, became an entity in the Berkeley Public School System. The school was established at 2419 Dwight Way, near the University of California campus and near car-lines leading from all parts of Berkeley and Oakland. Besides the principal and counselors, the school has a faculty of 28 men and women. Two separate curricula have been organized for the benefit of minors and adults.

The general curriculum is an adaptation of the usual public high school curriculum and provides chiefly for minors attending the school. It also serves the needs of adults who are seeking a high school diploma. Instruction in academic subjects, industrial arts, homemaking, choral, orchestra, art, lip reading, and Americanization English for foreign-born students, is included in the general curriculum.

Three separate departments are included in the Vocational curriculum. The full-time Commercial Department has one central purpose—to fit people for positions. Some of the courses may be taken to satisfy the requirement for a high school diploma for students who are on their way through secondary school to a business position. Students specializing in the vocational field are trained in shorthand, typewriting, secretarial practice, dictaphone, dictation and transcription, filing, salesmanship, merchandising, business correspondence, pen-and-ink bookkeeping, machine bookkeeping and machine calculation.

The Cosmetology Department has become one of the important trade units of the State. It developed out of a class in Personal Hygiene where girls going into industry were taught to care for their personal appearance. This class grew into one of the first cosmetology departments in California to be supported by Smith-Hughes funds. High school graduates are given 1500 hours of theory and practice in beauty culture as required by the state law; a course which prepares them for the examination conducted by the State Board of Cosmetology. Graduates have a splendid record in these examinations. A job is waiting for each one when the State requirement has been met.

The most recent expansion in the vocational curriculum was in the field of tearoom management and waitress training. Begun as a single course for the training of waitresses, the department now prepares women for catering, to cook both simple and elaborate meals, to serve food, and to act as hostesses. Along with this training in skill, lectures and demonstrations are given to train women in the business details of managing tearooms, apartment houses and hotels.

In 1935 a model kitchen was set up, the equipment being assembled from other

schools where it was not in use. Cooking classes on the trade level were undertaken. In a limited space at one end of the kitchen a few tables were arranged to give the students practical experience in serving luncheons. The first patrons were faculty and employees of the school.

From this beginning, the school now has a model tearoom and kitchen where luncheons for 50 persons may be prepared and served under conditions approximating those of a public food establishment. Since Christmas, 1935, more than 250 women have been enrolled in the various courses offered in this department. About 70 have been placed in positions as waitresses, hostesses, tearoom managers, and caterers.

The increasing usefulness of McKinley in the educational system of Berkeley results from the constant effort of our central administration to adhere to a *realistic philosophy of education*. A flexible yet constant policy of vocational training has been formulated. A study has been made of the needs of employers and the changing trends in industry. Out of this study have come ideas for new courses and suggestions for changes in established ones. As a result, the untrained students are helped to find immediate employment and experienced workers whose training is not suited to current demands of industry are directed into new lines of endeavor.

STUDENTS are guided through a careful vocational program from the time they first meet the counselors on entering the school until they complete their work. For minors there is a course in Occupations where they are given a survey of the skills and personal qualities required for different vocations.

The teachers in the vocational courses are men and women who have held positions in the business world. They have worked at the job for which they are training their students. The experience of these teachers is utilized through the broad co-ordination plan followed by the school. They devote a certain number of hours each week to contacting employers in their field; they learn to anticipate the current needs of industry with the result that their students have a modern, practical training as well as theoretical knowledge. Through the efforts of these teachers, the students are placed in positions at the completion of their course.

Increased attendance, especially in the adult classes, indicates that this realistic analysis of the changing business world has met a genuine need in the community. The spread of attendance at all classes throughout the school day increases from semester to semester.

The future growth of the school will be evidenced particularly in the field of Adult Education where classes offer orientation and rehabilitation for citizens who must adjust themselves to a changing economic world.

Meritorious Action

THE Albany School Board merits hearty congratulation upon its recent progressive action on teacher tenure. It voted tenure to all the high school teachers, except one instance, in which the Sawallisch bill (now law) was utilized and probation was extended. Recently-elected City Superintendent Allen Keim recommended this action to the board. There was not a single tenure dismissal.

The elementary teachers were already under tenure. The excellent spirit shown by the Albany board is worthy of recognition. Albany teachers have been generously praised for their fine cooperative attitude in recent tenure controversies. W. R. Treacy is president, Albany City Teachers Association.

RED CROSS and GOODWILL

A. L. Schafer, Manager, Pacific Branch, American National Red Cross

FOR its alleviation of human distress—its reconstruction of broken minds and bodies—the American Red Cross has been aptly termed "The Greatest Mother." This likening to the human love of Mother often is exemplified in all its ministrations, both in peace and in war conditions.

Children's Flood Relief

A striking illustration of love for humanity was afforded in the recent Ohio-Mississippi Valley Flood in which 1,300,000 persons in 10 affected States were assisted by the Red Cross. There were thousands of children among the refugees. This very fact afforded special opportunity for the Junior Red Cross to demonstrate the part it takes in disaster relief.

From an educator's viewpoint many other phases of Junior Red Cross—which is the Red Cross in the Schools—are of especial interest.

The National Children's Fund, to which these units make voluntary contributions, has launched within the Pacific Area a project for the restoration of Indian Pageantry and Music.

An experienced investigator has begun research work for Indian lore in Carson Agency Indian tribes. These include Washoe, Paiute and Shoshone Indians of Nevada, Utah and California. Primitive instruments of agriculture and home-crafts will be reconstructed.

The Red Cross programs for the conservation of human lives by the prevention of highway, home and farm accidents now have full cooperation of school departments. Junior Red Cross members are an important factor in the self-inspection of school grounds and home premises for the elimination of accident hazards.

Gifts for Veterans

Seasonal gifts for veterans in government hospitals, gifts for the aged in county hospitals or other civic units, the brailing of books and greeting cards for the blind are year 'round activities. Thousands of Christmas boxes are sent annually to children in Alaska, Hawaii, Guam, Philippines, Samoa and Japan as a part of the gift and correspondence exchange.

Goodwill Day, observed May 18, in concert with the World Federation of Education Associations, is an appropriate occa-

sion for emphasizing the international aspects of the Junior Red Cross.

It is the season of the year in which children of 55 nations, having the Junior Red Cross organization, give special study to the children of foreign lands, cooperating with them in some of their major projects for the preservation of native arts and skills of all types. These organizations have an enrollment of 17,550,248 children.

Through their exchange of letters and portfolios, depicting the life and customs of each nation these boys and girls are rapidly developing a capacity for intelligent tolerance. They are becoming friends with an understanding interest in the customs and methods of other peoples.

Study and Recreation

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June 27—August 6

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Art, Child Development, Creative Writing, Dance and Sports, Drama, French, Music, International Relations

CREDIT

Applicable towards B.A., M.A., Ed.B., Ed.M.; teaching credentials; graduate courses

NOTED STAFF

Oskar Kokoschka, Alfred Neumeyer, Stevenson Smith, Lovisa Wagoner, William Rose Benét, E.O. James, Tina Flade, Stuart Phillips, Irene Williamson, L. Louise Stephens, Marian Stebbins, Pierre de Lanux, Maurice Coindreau, Helen Marburg, Pro Arte Quartet, Domenico Brescia, Marcel Maas, Andres de Segura, Luther Brusie Marchant, and many others

EXTRA CURRICULAR EVENTS

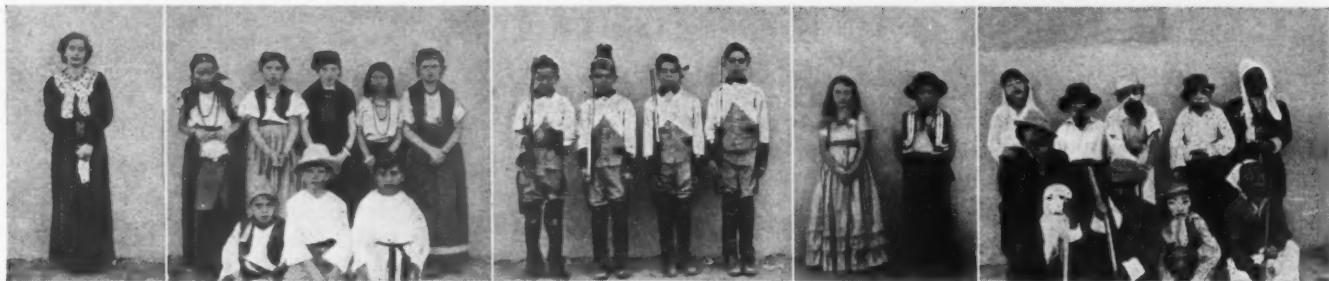
Mozart Festival
Pro Arte Quartet
Marcel Maas, piano recitals
Kokoschka Exhibition
Program in Modern Dance
Demonstration of Dramatic Techniques
Writers' Excursion to Carmel and Monterey
Full Program of Sports

also

LECTURES

Art—Grace McCann Morley
Child Development—Ernest Hilgard, Stevenson Smith
Creative Writing—William Rose Benét, Dane Coolidge, Hildegard Hawthorne, Robin Lampson, Richard L. Melville, Lloyd Eric Reeve, Carl Purington Rollins
French—Pierre de Lanux

For further information, write Sidney Gulick, Jr., Executive Secretary, Mills College Summer Session, Drawer E, Mills College, California.



Lompoc school children, in costume, as they appeared in the pageant. Left to right: Grandmother; gypsies; Mission soldiers; Rosaria and Carlos; beggar dancers of Spain.

CARLOS OF PURISIMA

A PAGEANT FOR THE OPENING OF LOMPLOC'S NEW SCHOOL AUDITORIUM

LOMPOC Elementary School recently finished a new school auditorium, built with school and Public Works Administration funds. An informal tea was first given by the teachers. A school pageant written by Aaney Olson, third grade teacher, was then produced, with the help of the other teachers, as the first school activity on the new stage.

Close to Lompoc are the ruins of La Purisima Mission, built on the old El Camino Real. La Purisima was once seat of the California Mission Government. It was here that Father Payeras, president of the Missions from 1815 to 1823, lived and died. He was buried under the chapel of the old church.

La Purisima is now being restored and the site made into a State Park under the National Park Service.

It seemed very appropriate to use the story of the Mission as the theme for the pageant for the opening of the new auditorium.

The prelude of the pageant showed the founding of the Mission by Fathers Lassuen and Fuster, Governor Fagus, the Indians and soldiers.

Act I showed life at the Mission at the time of Father Payeras, and the story of an orphan boy, Carlos, and his sister, Rosaria,

who might have lived at that time. It was climaxed by the earthquake of 1812 which destroyed the Mission.

Act II, called "Castles in Spain," was Carlos dream of life in Spain, and was a series of Spanish songs and dances.

Act III showed life at the Mission after it had been rebuilt. Father Payeras had died. Carlos, who ran away to Spain after the earthquake, returned, accompanied by his father who had deserted the children when they were small. At the end Carlos gave a prophecy for the future of the Mission and the Lompoc Valley.

The pageant was given continuity by a grandmother relating the story to her grandchildren. Much interpretation was given by the girls glee club, singing at intervals during the production. The school orchestra played before the performance.

The stage settings for Acts I and III represented the original and rebuilt Purisima Missions respectively. The setting for Act II represented a Spanish plaza, with a dream castle in the clouds as a backdrop for the stage. Much care was given to having the costumes authentic of the Mission Period, and of Spain.

Including the orchestra and glee club, 140 children took part in the pageant.

* * *

Los Angeles Alumni Chapter, Phi Delta Kappa, issues an interesting news letter. Charles E. Sutcliffe is editor; address, 8612 10th Avenue, Inglewood. President this year is Cedric Stannard, 3948 6th Avenue, Los Angeles; Secretary-treasurer is Don T. Williams, 931 Dos Robles, Alhambra.

Harlen M. Adams of Menlo School and Junior College, Menlo Park, San Mateo County, is vice-chairman, Public Relations Committee, National Council of Teachers of English. National secretary is W. Wilbur Hatfield, 211 West 68th Street, Chicago. The council issues an attractive 6-page leaflet describing its work.

* * *

Public Relations

Public Relations Committee, Fresno County Unit, C. T. A.

PUBLIC RELATIONS COMMITTEE, Fresno County Unit, C. T. A., Central Section, took for the year's work the fostering of professional consciousness.

The committee decided that the problems facing California teachers were complex, and that the committee could best serve the teachers interest by instilling a spirit of professional dignity.

The committee has published a bulletin. Among the articles are several dealing with innovations in courses-of-study now in several high schools.

Comment on the bulletin and the newly-formed county classroom teachers group has been favorable. Another bulletin will be issued before the end of the spring semester. If these publications continue to meet with teacher favor, another bulletin will be issued just before Institute week, to encourage greater interest in the institute and to arouse a desire for professional advancement.

The members of the committee appointed by Charles Edgecomb, president of the county unit, are: chairman, Erwin Dann, teacher, Fowler Union High School; Lawrence E. Toddhunter, principal, Roosevelt School, Selma, and Royal K. Sanford, teacher in Washington School, Reedley.

Pageant characters and groups. Left to right: Rosaria (grown); Mission Indian women; specials in Act I; Padres; Indian men



C. T. A. HONOR SCHOOLS

SCHOOL STAFFS 100% ENROLLED FOR 1936 IN CALIFORNIA TEACHERS
ASSOCIATION. ADDITIONAL LISTS WILL APPEAR IN JUNE.

Central Section

Fresno City Schools and Departments: Administration, Special Teachers, Department of Adult Education; Fresno High, Hamilton Junior High, Longfellow Junior High, Snyder Continuation High; Addams, Burroughs, Dailey, Emerson, Fremont, Franklin, Heaton, Jackson Jefferson, Lafayette, Lowell, Muir, Parental, Rowell, Teilmann, Webster and Winchell—May R. McCardle, Fresno High School.

Tulare County: Liberty (4-teacher school).

Northern Section

Butte: Bangor Union, Concow, Morris Union, Morris Ravine; all elementary.

Eldorado: Blairs, Canyon Creek, Cold Springs, Coloma, Gold Hill, Lake Valley, Mount Aukum, Penobscot, Spanish Dry Diggins, Uniontown; all elementary.

Modoc: Delmorma El., Surprise Valley Union High.

Sacramento: Center Jt. El., Union El.

Siskiyou: Bald Mt. Emergency, Bogus, Grenada, Logwood, Macdoel, Ponderosa Emergency, Riverside, Tennant, Willow Creek; all elementary.

Sutter: Barry Union Elementary.

Yolo: Spring Lake El., Woodland El. Schools.

* * *

Glenn Johnson, football and track coach, Piedmont High School, will exchange positions for the 1937-1938 school year with Ray Bohler of Punahoa High School, Honolulu.

* * *

Creative Writing

WRITERS and teachers of writing will find especially interesting the summer session program at Mills College, courses, lectures and lecture-conferences. William Rose Benét returns for a second summer, teaching verse writing and prose criticism; he will also give four Thursday evening lectures open to the public. Of the Mills College faculty, Professor E. O. James will offer courses in recent poetry and short-story writing, and Dr. Sidney L. Gulick, Jr., a course in the magazine article. Criticism of manuscripts and independent study for graduates are offered through individual conferences with the staff.

The lecture-conferences provide visitors as well as students with informal lecture-discussions, in which the audience takes an active part. Guest leaders include such prominent California writers as Dane Coolidge, Robin Lampson, Hildegard Hawthorne, Richard L. Melville, Lloyd Eric Reeve, and the typographer Carl Purington Rollins.

Bay Section

Berkeley: LeConte.

Richmond: Pullman.

Napa County: Carneros; Hardin; Monticello; Yount.

Oakland: Bella Vista; Luther Burbank; Claremont Junior High; Durant; Frick Junior High; Garfield Junior High; Hawthorne; Herbert Hoover Junior High; Jefferson; Lincoln; Lowell Junior High; Edwin Markham; Peacock; Prescott Elementary; Tompkins; Westlake Junior High.

San Francisco: Alamo; Andrew Jackson; Buena Vista; Burnett; Commodore Stockton; Fremont; Gough; Irving M. Scott; Lafayette; Madison; Paul Revere; Raphael Weill; Starr King; Twin Peaks; Sanchez; Washington Irving; West Portal; Winfield Scott; Yerba Buena.

San Joaquin County: Banta; Bouldin; Grant; Justice; Live Oak; Rindge.

Santa Clara County: Machado.

Solano County: Benicia Elementary.

Sonoma County: Cinnabar; Cloverdale High School.

Inspiration

Mrs. Pauline Merchant, Teacher, Garden Grove; President, C. T. A. Southern Section Classroom Department

WE gain, in diverse ways, stimulation that enables us to demonstrate accomplishments seemingly far beyond our abilities.

It may be a sunset, a landscape, or a dashing wave, that challenges the artist. The architect works with feverish ardour lest the vision he beholds vanish from his sight.

I, a teacher of adolescent youth, gain impetus from communion with these souls, untarnished by life's temptations, unfettered by adult inhibitions. The boys and girls who daily look into my eyes the while I look into their souls are giving me inspirational sustenance, whose worth cannot be measured.

These boys and girls who trust me so, who look to me for guidance, challenge the best that is in me, and cause me to wish to destroy all that is unworthy in my way of life.

He to whom a child may go and bare his very soul and know that he will be reclothed in garments that will protect him from the ravages of the storm that he is braving, experiences life as nothing else can cause him to know it.

He who lacks the joy of the child's confidence, lacks the most worthwhile experience that life can give.

My inspiration comes when I find myself worthy of the confidence of a child.

Important Announcement for School Libraries



Here is a collection of fiction for older boys and girls, all books which have proved over many years to be favorites with young people—now available at the new low price of one dollar. Historical fiction, books in modern settings, books with foreign scenes as well as those laid in our own country, books especially for boys, and others to interest girls—a wide variety of books all by famous authors and artists, making a fine library for young people.

The YOUNG PEOPLE'S LIBRARY

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by Katharine Adams
COWBOY HUGH
by Walter H. Nichols
THE GAUNTLET OF
DUNMORE
by Hawthorne Daniel
SOLDIER RIGDALE
by Beulah Marie Dix
SPANIARDS' MARK
by Allan Dwight
HITTY
by Rachel Field
THE PAINTED ARROW
by Frances Gathen
THE HERE-TO-YONDER GIRL
by Esther Greenacre Hall

AS THE CROW FLIES
by Cornelia Meigs
THE SHAWL WITH THE
SILVER BELLS
by Helen Coale Crew
THE COUSIN FROM CLARE
by Rose Sackett
JACQUELINE OF THE CARRIER
PIGEONS
by Augusta H. Seaman
THE TIGER WHO WALKS
ALONE
by Constance Lindsay Skinner
HARBOR PIRATES
by Clarence Stratton
TOD OF THE FENS
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NEW YORK

IMPORTANCE OF THINKING

Elmer J. Lindstrom, Teacher, Santa Rosa Evening High School

LEARNING to think is one of the major goals of education. Yet students often ascend the grades from kindergarten through high school without learning how to think.

How can this be explained? Too often the answer lies in the teaching situation which fails to require or develop creative thinking.

Many teachers, seeking the easy way, consider recitation and memorization of facts sufficient learning. If a pupil makes a sat-

isfactory number of correct responses, he is passed on to the next grade.

However, such memorized responses will not "pass" the pupil in a dynamic, life situation. Imagine using a memorized answer to explain the election or the price of eggs!

Since thinking is of prime importance in life, teachers should put forth every effort to make it an integral part of the student's education, and emphasize it in all the activities which make up the curriculum.

Thinking should be taught indirectly in the lower grades; directly, as the student be-

comes more mature. For younger children the teacher must have the thought-process clearly analyzed in his own mind and carry it through by means of directed activities. With more advanced students he should explain it as a method of attack to be used directly.

First, the student must be taught to recognize the problem or situation—in the beginning with the teacher's aid and after practice, alone. A little questioning in the average classroom will satisfy any teacher as to the small number of students who really do recognize the problem.

Consider All Factors

Second, the individual must analyze the setting which provides the working material and which often presents valuable hints for a successful solution. Also, he must consider all the factors which influence the situation, even though they are only implied.

Third, experience must be drawn upon and the situation compared with former ones. A wider experience, in most cases, makes for more rapid solutions.

Fourth, by correlating the material from the three preceding steps, the student infers the solution. However, reaching a solution does not represent the completed act of thinking.

The final step is checking the solution for reasonableness. Unless the result is reasonable, our thinking has not been clear, and the process must be repeated. Without this final step there would be no judging of the solution.

What has been stated about thinking and the thinking-process applies to all classes in the curriculum.

Unless boys and girls emerge from their courses-of-study as thinking men and women, the education wherewith they were nourished has failed.

* * *

Music Festival

LODI will present on May 22 the annual Spring Music Festival in Northern San Joaquin Valley. The conductors again will be outstanding men in their various fields. The 150-piece orchestra will be ably handled by Meredith Willson of National Broadcasting Company. Robert Fenton, of Sacramento Shrine and De Molay organizations, will conduct the 150-piece band. Ralph Peterson, who is acquiring fame in choral work in Southern California, has agreed to lead the chorus of 400 voices.

Music students will represent the following 15 high schools: Stockton, Modesto, Lodi, Turlock, Oakdale, Manteca, Ripon, Ceres, Linden, Escalon, Newman, Denair, Tuolumne, Sonora, and Los Banos.

For the enjoyment of the public and to make such a production possible, Lodi High School constructs a bowl-like stage in the open. This annual Festival has come to be a real event for Northern San Joaquin Valley's participating students and for those interested in the advancement of the public schools.

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As members of the student body at that time, and during the years following, were young men who later became the great business leaders of the West. On the Heald register appear the names of Adolph Spreckels, A. P. Giannini, Hiram W. Johnson, Mark L. Requa, Peter B. Kyne, R. Stanley Dollar, Herbert Fleishhacker.

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For complete information, write or interview A. L. Lesseman, Director

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Adolescence

(Continued from Page 15)

learning, there is widespread effort to ascertain the valid interests of adolescents. Significant observations in this field are leading to questioning the suitability of the usual school curricula and even certain current forms of school organization utilized in educational programs for adolescents.

The emphasis of so-called progressive education upon purposeful activity rather than primarily upon book-study seems to be receiving rather significant support. Emphasis is being laid upon sequential development of broad mental functions through activities designed upon the principle that such functions develop simultaneously rather than serially. This has profound significance for curriculum reorganization.

Ascertained diversity between the interests of adolescent boys and those of adolescent girls, is leading to questioning the carrying on of the total educational experience of like-age groups of both sexes coeducationally. Other data similarly challenge school practice.

Dr. Prescott stated, in part: Despite marked progress in adapting curricula to individual differences, plenty of social evidences remain that curricula are not meeting adequately the needs of children.

The Committee on Emotion and the Educative Process of the American Council on Education believes that this is due to:

1. the persistence of an atomic view of human nature which permits the separation of intellect and emotions and gives rise to attempts to train the mind apart from the feelings, wishes and desires of children;

2. the neglect to plan consciously for providing experiences and personnel relationships within schools that will contribute directly to the satisfaction of children's personality needs;

3. the persistence of educational policies which force staff members to be teachers of subject-matter rather than personnel workers helping children to have the experiences which they need in order to grow up.

The Teacher's Attitude

Mrs. Hunt stated, in part: It is possible for schools, including teachers, principals, and superintendents, and all the organizations in communities which serve youth, such as parent-teacher associations, religious groups, campfire and scout organizations, and so on to unite in a far more serviceable plan for young people of the junior high school age than has been attempted.

Physicians and psychologists have contributed sufficient information upon which to base sound changes in junior high school curriculum. Isolated community projects in various cities have shown how all community agencies may unite to provide wholesome outlets for adolescents.

It is a challenge for the future to work out in some city a school curriculum more suited to adolescents, backed up by a community program for them.

Dr. Baxter stated, in part: Let us keep foremost in our thinking that educationally "the tool" is part of the learner; that the

process of acquiring the "tool" is more important than the end result.

Accepting this premise, my answer to the "tool" problem is as follows: Boys and girls approximately 12 years of age enter the junior high school with varying backgrounds of scholastic experience. All are not equally proficient in the use of the tool subjects—reading, writing, and arithmetic.

If we accept the importance of the fact that self-confidence and social security are of primary importance at this period, the junior high school must afford each pupil the opportunity of acquiring the essential basic skills. The public which the schools serve expects a definite degree of mastery in these fundamental subjects. The curriculum of the school also pre-supposes definite ability in the use of the basic skills.

Due to the practice of passing pupils from the elementary to the junior high school without retarding those who have not acquired fundamental mastery, the problem becomes a joint one for the elementary and junior high school to solve together. Grade standards have little significance. The need is for ways and means of surveying the process involved in the acquisition of the skills and for an accurate statement of the status of each pupil in terms of what he has accomplished. It then becomes the duty of the junior high school to provide whatever instruction is necessary to complete, to the

point of functioning, these several fundamental tools.

Each individual pupil's successful adjustment to those of his social group requires that, without penalization, he be given the kind of instruction which he needs.

* * *

High School Principals

James P. Davis, principal, San Benito County High School and Junior College, Hollister, and president of the regional principals club, reports the continued success of that group. Schools represented include those in San Mateo, Santa Clara, Santa Cruz, San Benito and Monterey Counties, an area equal to that of many Eastern States.

Regular monthly dinner meetings have been held for several years. At each meeting specialists lead the discussion. Teachers particularly interested in the topic for any given meeting are invited to attend and participate. As a result, the group usually comprises 15-20 principals and 20-60 teachers.

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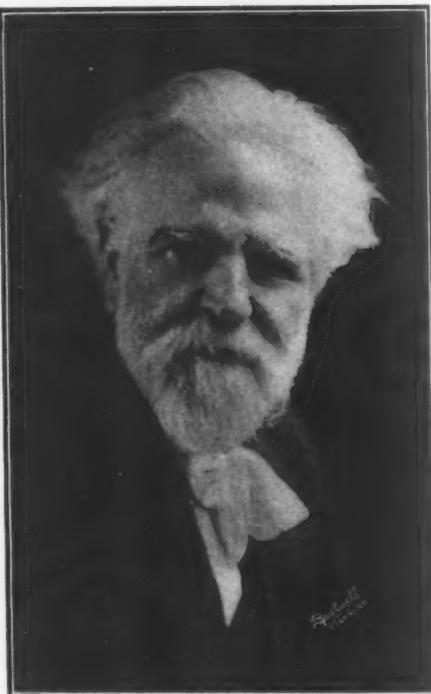
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Edwin Markham, distinguished and beloved California poet and dean of American poets, may become national Poet Laureate

California teachers are interested in the news that a movement is on foot to have Edwin Markham, former California teacher, made Poet Laureate of the United States.

In the request that was sent to President Roosevelt, citizens of Staten Island, where he now resides, stated, in part: "There will be no more poems from Edwin Markham's pen, and while it is not the custom of this country to name an official poet laureate, we feel that this venerable bard earned that distinction long ago.

"It is only just and fitting that we honor our poet while he is still with us, instead of waiting to eulogize him after the sun has set upon a life so devoted to the happiness of others.

"Let it be said that Staten Islanders paid homage to their Poet Laureate and recognized his greatness before his elegy is written."

* * *

The Rugg Series

THE Rugg Social Science Series, published by Ginn and Company, was epoch-making in its impact upon and improvement of the school curriculum. The original series of six volumes quickly rose to nation-wide use.

Ginn is now bringing out praiseworthy revised volumes in the junior high school course. Two of these, volume 3, *Conquest of America*, and volume 6, *Changing Governments and Changing Cultures*, have been published. Others will soon follow. A pupil's workbook and a teacher's guide accompany each volume.

The elementary school course comprises eight volumes, also with workbooks and guides of great practical service.

WHY NOT ASK THE PUPILS?

DEPARTMENTALIZATION VS. ONE-TEACHER PLAN

Lester D. Henderson, District Superintendent of Schools, Burlingame

HERBERT Hoover School, situated at the edge of Burlingame Hills, enrolls about 250 pupils, distributed through grades one to eight. Eight teachers are employed, one for each grade of two sections, high and low.

For a number of years, departmentalization has been in vogue in intermediate and upper grades. At times four teachers were included in grades five to eight. During the first semester of the current year the departmentalization affected three teachers and pupils in grades six to eight, inclusive.

In keeping with the findings of psychologists relative to the learning process, plans were laid, (at the opening of the second semester) to eliminate departmentalization and substitute an activity program, with one teacher in charge of each classroom.

After three weeks, a check-up on pupil opinion of the change was made in grades seven and eight. The 58 pupils enrolled in the two grades were unanimous in their approval of the new plan. When asked for reasons for their preference the following were given:

1. "We get more personal attention from the teacher. Under the old plan, when we wanted a teacher she was somewhere else.

2. "We get more work done. The teachers have more time for us. When we finish one assignment and need help, we can ask the teacher. Teachers and pupils don't waste time going from one place to another.

3. "The subjects combine better which makes us learn it more thoroughly. Our social science, English, reading, spelling, and writing all fit in together.

4. "It is better to get used to one teacher than to three or four. Each teacher wants us to do things differently and when a new one appears, we have to stop and think how she wants things done.

5. "We don't like to have a bell ringing which stops us when we are interested in what we are doing. We would rather keep on working until we have finished what we are doing.

6. "Teachers have a better chance to know us when they are not supposed to know so many others."

A review of the foregoing leaves little for the ardent advocate of the one-teacher-to-a-room plan to add. Perhaps a three-weeks trial was not sufficient as a basis for a valid opinion on the part of these pupils. At any rate, it is quite evident that they had been doing some thinking on the problem of how the school affects them.

WE GO TO JAIL

THE CIVICS CLASS GOES TO COURT

Raymond Gruner, Teacher, Huntington Beach

"The trip made me desire to go to Washington, D. C., and study about our government. It was much more interesting and educational than our civics book," expressed an eighth grade boy in discussing the annual visit to the Orange County Hall of Records and the jail in Santa Ana.

NOT only subscribing to the belief that a solution to the crime problem is prevention, but anxious "to do something about it," Judge Kenneth E. Morrison and Sheriff Logan Jackson issue invitations to the various eighth grade classes in the county to spend half-a-day visiting their departments. During this time the boys and girls are privileged to witness a trial conducted in Judge Morrison's court and to inspect the jail.

Great care is exercised in the selection of the types of cases for the school groups to hear. Teachers or principals desiring to avail themselves of the privileges of taking their pupils to the court usually notify Judge Morrison several days in advance of the date they desire. He consults his docket and selects a time for the visit when trials are to be conducted that will be suitable for and appealing to boys and girls in the early teen age. The

trial of forgery suspect, the sentencing of a man for non-support of child, and the arraignment of two cattle thieves were scheduled for the morning when the 106 Huntington Beach pupils attended his court.

The objectives of such an undertaking are two-fold. First, it enables the children to see and gain first hand information relative to the proper judicial procedures. Educationally, it is of great value, as it affords the social studies instructor an opportunity to place his juvenile students of the United States Constitution in a political science laboratory. For a brief time these children are permitted to observe a government in action.

Second, such a venture beyond a doubt proves instrumental in promoting certain ideals essential to the growth of ethical character. Predicated upon the theory that adolescents will be profoundly impressed by an actual demonstration of "The way of the transgressor is hard." Judge Morrison and Sheriff Jackson in the hopes of reducing

future juvenile delinquency, are happy to have these youngsters visit them.

That such a project does possess educational and inspirational possibilities, entirely free from indoctrination, is evidenced by the pupil responses, voluntarily given, quoted in the following paragraphs.

"As we were on our way home," the boy from whose work the opening sentence was quoted, continued, "I closed my eyes and thought of what my classmates and I had seen. Our civics book explains about the legislative, judicial and executive departments of government. For a minute the courthouse became the national capital and the judge instead of trying a man for forgery became the nine Supreme Court justices declaring a law unconstitutional. The sheriff instead of enforcing the county laws had become the chief executive of our country."

That "crime does not pay" was indelibly stamped in the minds of many, a girl's comments being:

"The cells in the jail were very clean. I think they had mattresses for the prisoners to sleep on. I wasn't sure about pillows. When I first looked at them standing around in their cages, like animals in a zoo, I felt sorry for them. Then when I thought about the reasons why they were in there I shuddered. I made a resolution then and there that I would never lead a life of crime and that I would always do the right thing. The trial and jail taught me that there never has been such a thing as the perfect crime."

In the Court Room

WHAT the children saw and learned about judicial procedure is presented in their own words. Concerning the forgery trial, a boy wrote:

"We went straight from the buses to the courthouse. Having seated ourselves, we were instructed as to the procedure of the court before the judge entered. When the judge entered we rose as we had been instructed beforehand. The judge seated himself and explained for our benefit the order of the court, the duties of the principal officers in the courtroom, and how a trial is conducted, and how a prisoner is guilty. Then the first case was called, 'the People of the State of California vs. _____', who was charged with forging a check for \$11.80 which was cashed by a butcher. The assistant district attorney called his witnesses to prove about the forged check being given. The butcher identified the defendant as the one who gave him the bad check. Then the defendant's lawyer called his witnesses, who testified that they had seen the defendant in Los Angeles when the crime was committed. The lawyers cross examined the witnesses after a certain procedure. There was no jury so the judge pronounced the man guilty. The defendant's lawyer started to ask for probation, but the man yelled out that he must clear his name for his family's sake and would appeal the case. So his lawyer deciding to appeal, asked the judge to pronounce sentence. This was done. The forger received a year in the county jail."

Other incidents were noticed by the children. A girl, commenting on the defendant's alibi said:

"Of course, he could have forged that check in Santa Ana first and then escaped to Los Angeles. While he was in court I think he had just about all his friends there to testify they had seen him that certain morning. It looked as if he had gone out of his way to let all of his Los Angeles friends see him."

A girl wrote about the sentencing of the husband for non-support of child:

"A lady with a little boy four years old had her husband arrested for not paying her the \$35 per month he was supposed to give for the support of their child. They were divorced and she had custody of the child. The judge questioned the man about how much money he made. He gave the man a two-year jail sentence, which was suspended so the husband

could keep his job, and ordered him to pay \$30 a month to support his child. So he wouldn't escape into another state, the judge ordered him to stay in the seven counties of Southern California. He told that man if he couldn't keep up the payments to tell the court about it, before the court looked him up."

At the conclusion of the morning session, Judge Morrison gave the children an inspiring but informal talk on how to keep out of trouble.

In the Jail

Once more the children are permitted to describe the things which impressed them most. A boy described the entry of the convicted forger into the bastile:

"As we were waiting in line a deputy brought the man that was guilty of forgery to the jail. He was plenty mad about it and said that he had never seen the check until the trial. He bragged about appealing the case and getting out on bond. Then he had to go inside to enroll in the jail."

FOLLOWING the court session, the children visited the jail. "I had an awful feeling when the jailer locked those iron doors on us. It was a relief to think that we could get out. Then Sheriff Jackson came out to welcome us. He said he was glad to see us. Of course, that was because we had come on a visit and not to make our home for six months or a year with him. The reason he was glad to see us was because he wanted to make better citizens out of us."

Of special interest was the equipment used by the sheriff and his deputies to track down and apprehend law violators. Another girl wrote:

"While listening to the trial and going through the jail, the boys and girls in our class learned that crime doesn't pay and that you can never beat the law."

* * *

Katherine Volk, nurse inspector, Lawndale School District, Los Angeles County, was an American war nurse in Budapest, in the early days of the world war. Her book, "Buddies in Budapest," an entertaining and instructive narrative of over 250 pages, is a war memoir sparkling with human interest. Price \$2.50. While the limited edition lasts, copies may be obtained from the author, 245 Lucas Avenue, Los Angeles.

* * *

Turlock Union High School chapter Future Farmers of America recently sponsored an invitational field day for agricultural students of all northern San Joaquin valley high schools. Nearly 300 boys participated in the various judging events which included farm mechanics, livestock, agronomy, dairy cattle, entomology, and trees. Eugene Boone, head, agriculture department, Turlock Hi, was chairman of the event.

* * *

The new \$800,000 senior high school in Sacramento has been officially named the C. K. McClatchy High School. The new school is to open in the fall. Sam Pepper has been named its principal, and Malcolm Murphy its vice-principal.

Student Government

Detroit Convention This Summer

SEVENTH annual convention of student government officers will be held at Detroit, June 29 to July 1, in connection with the NEA meeting. Jim Goodsell, president of the National Association of Student Officers, the parent organization of 23 state groups of student governing officers, has announced an attractive program for the 1937 gathering.

Co-operative school life has been selected as the theme of this year's program. Four general sessions and many conferences and sectional meetings are scheduled for the four-day gathering which will attract students from all parts of the nation. Some of the general sessions will be held jointly with groups which are helping in the development of co-operative school government in the secondary schools of America.

The headquarters of National Association of Student Officers is 5835 Kimbark Avenue, Chicago. This organization was started in 1930 under the direction of Dr. Willis A. Sutton, then president of National Education Association. The official publication of the organization is *Student Leader*; the February number contains the complete program of the 1937 convention. Samples copies will be sent on request.

* * *

San Francisco State College is sponsoring an all-state invitational high-school forensic tournament on May 7 and 8. The debate subject is "Resolved: That, Congress should legislate to apply an automatic and mandatory embargo against all belligerents." An oratory and an extempore contest are additional features of this tournament. Attractive awards are offered winning speakers in every form of competition, with an additional sweepstakes trophy to be awarded the school whose participants total the most points.

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A unit on Sea Transportation offers not only opportunities for studying such materials as go into the making of boats, but also such other things as a study of astronomy, weather and time

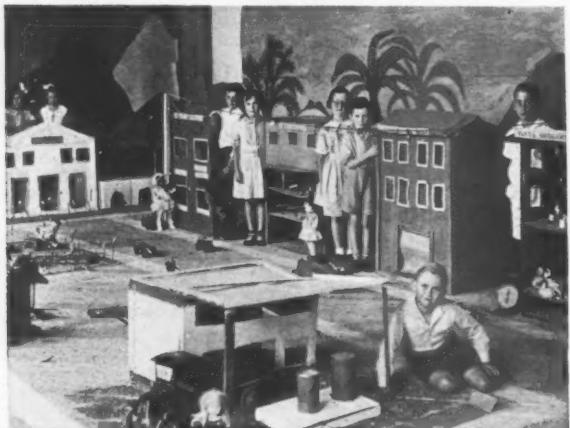
(Continued from Page 18)
these many other other rocks will be brought for the collection.

Materials used in furnishing the home may be used in the same way as those used in building to initiate a study of other substances and processes. A study of the garden will introduce soil, flowers, and other plants, cold, heat and rain. The use of the house should introduce a study of weather as houses are primarily built to protect its occupants from cold, heat, wind, rain and other weather manifestations. Things found about the home will include birds, small mammals, insects, pets, machines, etc.

All of the above, if followed up, will produce more nature and science discussions and research than the teacher and class will have time for. If space permitted, I might list many other common topics used by teachers in the integrated program.

In each unit, no matter what the theme is that is selected for study, there will be found ample material for an adequate nature and science program. This is true because on every hand in every phase of life we are surrounded by the objects and phenomena of nature and the products of science. This being true, any activity undertaken must of a necessity be filled with opportunities for the study of these subjects.

A unit on the City is one of the richest of units for developing a study of Nature and Science



Dr. Fletcher Harper Swift, professor of education, University of California, leaves in July for England to make a survey of the financing of English and Welsh public educational institutions.

He has previously completed and published similar studies of France, Austria and Czechoslovakia. His study of Germany will be published soon.

California is proud of Dr. Swift as an international authority in the field of financing public education.

* * *

Three California students had the high honor conferred upon them of winning scholarships to nationally known art schools in the tenth annual Scholastic arts and crafts exhibit and awards.

Kirk Stevenson, of Sequoia Union High School, Redwood City, won a full year's scholarship to Carnegie Institute, Pittsburgh.

Helen Crabtree, of Lindsay High School, won a full year's scholarship to California College of Arts and Crafts, in Oakland; and Archie Wilson, of Placer Union High School, Auburn, won a summer scholarship to the same college.

* * *

PROTEST

A CASE AGAINST "STREAMLINED" LANGUAGE

Francis J. Flynn, Principal, Owens Valley Union High School, Independence

ALL about us we see evidences of progress as exemplified by that modern process known as "streamlining." Cars, buildings, furniture, and even cooking utensils have been subjected to this new process. Needless to say, the modern school has not escaped this modernization in construction, equipment, and even the curriculum.

In this age of hurry and hustle, we have more and more emphasized in our oral and written composition work these qualities: directness, briefness, conciseness, exactness, and others. These elements of "streamlining" are not by any manner or means new to this modern work but have, I believe, received particular emphasis in modern times.

Now, I have no quarrel with the placing of emphasis upon these qualities of

speaking and writing. Undoubtedly, they are the very essence of good speaking and writing.

But, in the placing of undue emphasis on these qualities, have we overlooked the qualities of "romance" and "color" in our language which really give life, vitality, and interest to creative writing and speaking?

Of course, I refer directly to figures of speech, synonyms, antonyms, and interesting, colorful, picture-words. In other words, should we sacrifice a colorful and picturesque language for a streamlined one? My answer is emphatically, no.

We need more color and romance in our everyday life; hence why not begin with our language? It can be done, and is being done in many places throughout our schools.

HEREIN is presented one method that has proven satisfactory in producing these desired ends. After the reading of unusual and picturesque language by the teacher and students (10th year class in English composition) from various writers whom the students have read, and a discussion of the interesting ways these writers have of expressing themselves, the class undertook an attempt to express simple everyday things and scenes in a different, colorful, and unique way.

Of course, a diligent and careful search was made for antonyms, synonyms, unusual, and picturesque words; and the enthusiasm of the class had to be gained. But this was not hard when the dull and lifeless language of most of us was compared with that of their favorite authors.

As an illustration, a snowstorm had blanketed the surrounding country which gave the class an opportunity to attempt a description of a snowstorm in a few sentences. Not in the "weather-report" type of language which most of us use, but with an attempt to create something more interesting. Here are some results:

"The white, fleecy snow floated softly down to the shivering earth and lay there silently as if asleep."

"Silently, the snow poured out of the heavens . . ."

"It came overnight, a whirling, swirling mass of snow that blanketed the landscape and announced itself with bitter coldness."

"On the third day, the sun shone through the heavy, dark clouds, and snow flickered in the sunlight like tinsel on a Christmas tree."

"In the evening, the howling south-wind and leaden-sky warned us that the earth would be wrapped in a blanket of snow before the next day broke."

"The frost whiteness made the earth seem endless and empty."

Similarly, other common sights and experiences have been written about by the students with equally pleasing results. So again, I reiterate, should we sacrifice color, life, and reader interest, as illustrated above, by over-emphasizing the "streamline" qualities of our language?

CALIFORNIA

Poems by Robert Murphy

GLENDORA WITTY, teacher, Grade 4B, Machado Elementary School, Los Angeles, has a talented pupil, Robert Murphy, age 8 years. In a unit-of-work on California History, interest was created by discussing why school had started on September 10 instead of September 9. The children knew the name of the holiday but little of its significance.

Mrs. Witty read from Bandani's history a short account of Admission Day in California in 1850. Immediately the children's interest was aroused in California's first birthday. Some of them drew and painted original pictures of the celebration held. They have a large group picture of the Oregon sailing into San Francisco Harbor with longed-for news.

Others wrote compositions. Bobby, with no further suggestions, wrote the verse below. He writes as easily and as readily in verse as the others do in prose.

Finding that California had a birthday, the next question was how did she receive her name. Mrs. Witty followed the same procedure and the same general ideas of the children were carried out. While they expressed their ideas of the mythical island that was thought to be California in illustration and composition, Bobby wrote the verse. He made use of the dictionary in looking up words he could not spell and completed his verse at the same time the other children created their creations.

The First Californians

Knowing how California came to be named led up to the discussion of her first inhabitants, and of the first white man to visit our shore. The children were greatly impressed with Bandani's story of the brave Cabrillo, the sad accident that befell him, and as he lay seriously wounded imagined he could hear the bells ring out on Christmas Day in his beloved Lisbon.

They next learned that many years later Father Serra came, civilized the wild Indians Cabrillo had seen on his short visit, and did a great work. Bobby composed the last poem, Father Serra, while the class completed the stage scenery and costumes for their five-act play which culminated their unit-of-work on Early California.

Bobby is much interested in all inside class activities and is a splendid student. He is much younger and smaller than the other boys of his grade; this may account for his not entering into physical activities on the playground. He prefers to spend his free play working in the school garden. He

has never shown any inclination to write at random, but whenever the need arises for expression he shows his real ability.

California's First Birthday

LONG, long ago a baby State
Wanted to be in our country fine
For six long months they had to wait
To bring the news by boat took time.
No radio or telephone wire was near
To flash the news they wished to hear.
No useful trains or cars they had
The sight of the Oregon made them glad.
When in the harbor she came in sight
All of their hearts burst with delight.
I'd like to tell it all to you,
But I've got other things to do.
I'm glad to live in our State today
And I'll try and help it in every way.

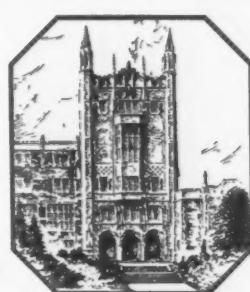
The Naming of Our State

LONG long ago, so the Spanish say,
Out on the ocean an island lay.
On this island there ruled a queen,
Prettiest creature ever seen.
Califa was her name they tell
And by a griffin guarded well.
With the body of a lion, this creature queer
Would eat up those who came too near.
The queen who ruled this land of gold,
Surrounded by her women bold.
The wild beasts from the forest would roar
At the men who came to explore.
This magic isle of precious stone
On which the sun forever shone.
At last a Prince came sailing that way
And changed the mind of the queen one day.
The story ends happily as all stories do
Whenever a Prince and a Princess woo.



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School Finance. (Continued from Page 22)

Table IV. Total Maintenance Money Raised by District Tax 1934-35 and 1935-36; Number of Districts with Higher Maintenance Tax Rate in 1935-36 than in 1934-35; Number of Districts with Lower Maintenance Tax Rate in 1935-36 than in 1934-35; Number of Districts Raising More Maintenance Money by Local Tax in 1935-36 than in 1934-35; Number of Districts Raising Less Maintenance Money by Local Tax in 1935-36 than in 1934-35. (Figures for Elementary School Districts in 39 Counties.)

County	Total Maintenance Money Raised by Local Taxation		Number of Districts Changing Maintenance Tax Rate in 1935-36		Number of Districts Changing Amount of Maintenance Money Raised by Local Tax in 1935-36	
	1934-35	1935-36	Higher 1935-36	Lower 1935-36	More in 1935-36	Less in 1935-36
Alameda.....	\$1,398,669.15	\$1,642,543.38	12	16	27	9
Amador.....	1,711.81	5,894.84	3	1	4	0
Butte.....	63,093.23	93,181.05	13	10	17	6
Calaveras.....	0.00	398.30	1	0	1	0
Colusa.....	18,847.02	36,884.07	12	1	13	1
Contra Costa.....	212,153.49	308,884.91	11	17	24	7
El Dorado.....	5,925.32	7,315.98	0	0	1	0
Glenn.....	5,705.53	9,727.21	10	2	10	2
Humboldt.....	37,270.71	60,378.22	25	13	36	6
Imperial.....	99,395.00	113,376.00	13	13	17	20
Kern.....	444,125.22	843,876.31	36	29	74	5
Kings.....	56,787.04	107,934.92	18	6	26	5
Lake.....	9,896.69	12,494.39	3	3	5	2
Lassen.....	3,753.39	11,558.41	1	1	3	0
Los Angeles.....	7,162,454.98	8,120,600.24	43	28	97	18
Marin.....	74,015.74	108,947.48	10	10	24	3
Mariposa.....	4,451.17	6,446.25	3	0	5	0
Mendocino.....	11,985.52	20,220.67	11	3	11	3
Merced.....	38,784.09	68,376.16	19	14	23	10
Modoc.....	1,618.57	1,824.71	1	3	3	1
Monterey.....	87,719.00	193,505.00	25	6	35	3
Orange.....	459,833.33	585,461.34	19	17	39	5
Placer.....	16,709.88	39,375.05	13	4	16	1
Riverside.....	98,508.48	200,732.88	24	7	44	0
Sacramento.....	427,555.22	505,540.42	34	13	40	10
San Benito.....	13,135.60	..	5	4
San Bernardino.....	225,464.64	287,379.23	13	45	37	13
San Diego.....	316,692.10	589,804.50	35	20	49	8
San Francisco.....	1,374,841.00	2,235,900.00	1	0	1	0
San Luis Obispo.....	58,967.93	77,928.50	28	8	34	10
San Mateo.....	185,129.00	289,230.00	10	14	26	1
Shasta.....	4,453.41	6,048.07	2	1	7	0
Sierra.....	556.42	6,219.31	8	0	8	0
Solano.....	50,428.59	79,634.76	16	6	17	5
Sonoma.....	63,947.40	90,018.07	19	13	28	5
Stanislaus.....	32,864.16	73,038.55	18	7	25	3
Trinity.....	1,227.41	1,425.86	0	1	2	0
Ventura.....	152,017.28	214,662.84	23	14	38	3
Yuba.....	9,232.89	16,642.68	7	2	9	0
Totals for 39 counties	\$13,229,927.41	\$17,073,410.56	545	352	876	165

Normally something like 20% of the elementary school budget is spent for items other than teachers salaries. Using state averages as bases of estimates, the total budget of the elementary school should be in the neighborhood of \$2200 per teacher unit.

Method of Increased State Support

Two methods of aiding the poorer districts are available. One method is to increase present state support from the present \$60 per child up to approximately \$90 per child. This method would increase by one-half the present state support of elementary school districts.

Method of Equalization

Another, less expensive method, would be to create a state equalization fund to be distributed among elementary school districts on a budget-deficit basis; i. e., on the basis of both educational need and financial abil-

ity. This method would be less costly to the state and probably serve best to preserve a satisfactory measure of district autonomy in educational affairs. There is little doubt in the present writer's mind that one or the other of these methods will within no great while be found necessary by the people most concerned—the citizens themselves.

* * *

Education

(Continued from Page 17)

or educationally, is properly designed to raise a generation up to the optimum of its abilities, or anywhere near it.

Nor is the higher educational system, including the University of California, without blame. Ingrained in all of us to a greater or less degree, there has been the conception of the schools as primarily and almost exclusively college-preparatory institutions.

There was a time when the high school was exactly that. In California the State University assumed leadership in the development of a high school system because there were no facilities which would prepare young men and women for professional training on the university level. Now the high school is included in the accepted minimum education program offered to all young men and women, and college preparatory work, at least in relation to numbers involved, is of no greater importance than other forms of educational preparation. . . .

Teachers must be something more than sources of stereotyped, specialized information. In some degree, perhaps greater than we suspect, the teachers we provide are the models in accord with which the lives of boys and girls are to be shaped.

Need Integrated Teachers

So the integrated curriculum of which we hear so much today will be only an artificial form unless the teachers who participate in it are themselves integrated, unless they are sensitive to the relationships between study subjects and life, unless they are aware that perfection in the handling of factual tools is not an end in itself, but only a means to an end. We are not training fleas to perform tricks in the side shows of life, but men and women to play parts in the Big Tent, however insignificant their roles may be.

Regardless of how we visualize the heritage which education passes on from generation to generation, there can be no adequate conception of it in the minds of students unless their teachers first have seen the Holy Grail.

Along with our efforts to improve curricula and to perfect teaching methods, there must be an effort to broaden and deepen the men and women who will administer them. And in this I include our universities as well as our secondary and elementary schools.

Given a life goal toward which to strive there is some hope that the individual will reach it. Without such direction he will reach it only by accident if at all.

* * *

Beacon Lights

IROQUOIS Publishing Company of Syracuse, New York, several years ago brought out a remarkably good series, Beacon Lights of Literature, in four large volumes, one each for the 4 years of the standard 4-year high school.

This outstanding series, edited by Chamberlain and Richards, is now augmented by 2 new books, both by Chamberlain, one for grade 7 and one for grade 8.

In soundness and variety of content; excellence of typography, illustration and binding, and pedagogical trustworthiness, the two Beacon series enjoy very high rating.

The famous Luther Burbank gardens are now maintained by the botany department of Santa Rosa Junior College. The gardens were turned over to the college through the generosity of Mrs. Elizabeth Burbank for two purposes—to assure them of being properly maintained as a memorial to the scientist, and to encourage greater interest in plant life among students. Over 500 species of plants, vines, shrubs and trees are now growing in the garden.

* * *

Citizenship Text

LEALAND S. MARTIN, teacher of citizenship, Humboldt Evening High School, San Francisco, has recently published the 3rd edition of "Citizenship and the Constitution." A compact book of 75 pages, with ample questions and answers, it is designed to give the maximum assistance to the teachers and students in high schools and naturalization classes, with minimum effort.

The Federal Constitution is thoroughly analyzed. There are also chapters on the California Constitution, city and county governments, suffrage, and taxation.

* * *

The Universal School

Review by Dr. Marvin L. Darsie, Dean of Teachers College, University of California at Los Angeles

THIS little volume, embodying the Kappa Delta Pi lecture for 1936 (A Century of the Universal School, William C. Bagley; Macmillan, publisher), develops an extremely bird's-eye view of the growth of public education throughout the world during the past century.

The reader gathers the impression of viewing a series of snapshots made from a plane flying at such an altitude that details are badly blurred. He can see an amazing growth of schools throughout the world—but is apt to feel definitely irritated at his inability to discern what is happening in them and what is their effect upon national life.

Despite these shortcomings, the book is very readable and produces a cumulative effect which is impressive enough. It is adequately documented, so that the student desiring more specific information may easily find it. The author clearly establishes his thesis that the growth of Public Education throughout the world is one of the most significant social phenomena of the twentieth century.

Descriptions of the cultural mission movement in Mexico and the Danish folk schools as developed by Grundtvig are vivid and stand out rather colorfully from the more somber background of general description and comment. One could wish that there were more of these bright spots.

The book closes with a very brief, and to the reviewer, rather superficial discussion of certain alleged failures of public education. On the whole, the almost impossible task of condensing a century of educational progress into the scope of a single lecture has been very well done.

HELP ALL

THE LINE OF MARCH FOR PROGRESS

Margaret Vera Seberger, Teacher Huntington Drive Elementary School Monrovia

WE are living in an era of progress. No individual can stand still. Standing still while the march goes on is, in itself, regression. And regression because of inactivity leads to atrophy and decay.

Desire is an irritation. Something must be supplied or removed in order to restore serenity. An ignorant person surrounded by ignorance may be comfortable enough, but when an intelligent person is surrounded by ignorance he becomes irritable. The intelligent person is seeking improvement—the urge to progress is dominant; in an atmosphere of ignorance, deprivation or want he fails to get the stimulation he is seeking.

The utterance of an intelligent person enlivens the intellect of one more intelligent; his utterance, in turn, stimulates the intellectual capacity of one of superior intelligence; and so on until, in turn, genius itself is challenged.

These bases indicate one line of reasoning in asking Congress for Federal participation in financing public education.

If a community is doing all that it can do, if a state is making progress in accordance with its material wealth and intellectual endowment—if there are some still who need educational opportunities, then the greater Federal community must effect serenity by participating in supplying the means of education for all who have the intellectual capacity to acquire it.

This it must do if for no reason other than the immediate selfish one of providing every citizen with the opportunity of intellectual and civic advancement.

For beyond the immediate selfish motive lies hidden this far-reaching altruistic one: progress for each one leads ultimately to progress for all.

We must march on. And for all of us to get into the line we must have Federal participation in financing education.

* * *

Winona McGuire, instructor, Fresno Technical High School, presented an interesting discussion of Consumer Education as the feature of a recent meeting of Central Section, California Business Education Association, held at Madera High School.

Citizenship and the Constitution
by Leland S. Martin, teacher of citizenship, Humboldt Evening High School, San Francisco. A compact text on the federal and state constitutions. Third Edition. For teachers, students and prospective citizens. 50 cents a copy; 10 copies, 40c each; 20 or more copies, 35 cents each. If not obtainable from your bookstore, write to Leland S. Martin, 114 Granville Way, San Francisco. Include 5c per copy for postage and tax if ordered direct.

Miss Ida S. Hall, pioneer Contra Costa educator, died recently in San Mateo. After graduating from San Jose Normal, she returned to her birthplace, Alamo, Contra Costa county, to teach, serving the community for 30 years. For many years she was a member of Contra Costa County Board of Education, and up until the time of her death she was a member of the board of trustees of Alamo school district.

* * *

T. S. MacQuiddy, city superintendent, and Joseph A. D'Anna, supervising principal of elementary schools, Watsonville, were recently elected directors of Pajaro Valley Chamber of Commerce.

Western Speech, official publication of Western Association of Teachers of Speech, is a new professional journal. Published quarterly, the journal is devoted to all aspects of speech education. J. Richard Biery, Los Angeles Junior College, is editor and business manager.

* * *

Nearly 400 educators attended the recent convention of California Association of Health, Physical Education and Recreation held in Fresno. The convention featured addresses by leaders in the field, as well as many panel discussions. The convention was under direction of Dudley S. DeGroot, San Jose State College, association president.

* * *

Bernice Tramontini, student, Lodi Union High School, selected upon the basis of competitive examinations by the Daughters of the American Revolution as California's most outstanding girl, attended the national convention of the organization held this spring in Washington, D. C.

* * *

Several hundred California high school students were guests at this spring's Picnic Day celebration held at College of Agriculture, University of California, Davis. Partners in Progress was the theme of this year's celebration, which included three days of competition in agricultural judging, student displays, and track and field athletics.

California Native Flowers

"A Story in Color"
Set of 54 subjects in color, each with story, on cards 4 1/2 x 7 inches; indexed by common names; boxed. Single sets \$1.50 each; 100 or more sets 90c each. Other discounts. Sample cards to schools or librarians. 2,000 sets in use in Los Angeles schools. Lena Scott Harris, 5157 Eleventh Avenue, Los Angeles.

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New World Broadcasts

WEELLY Broadcasts NBC Western States Blue Network, KGO, Mondays 9:30-10 a. m., California Teachers Association in co-operation with National Broadcasting Company. Programs directed by Arthur S. Garbett, Director of Education, Western Division, National Broadcasting Company.

May 3—Leslie P. Clausen, teacher, Los Angeles Junior College; radio chairman, California Western School Music Conference.

May 10—E. J. Spiering, principal Ferndale Elementary School, Humboldt County; president, C. T. A. North Coast Section.

May 17—Miss Doris C. Farrell, teacher, history and English, Watsonville Union High School, Santa Cruz County; president,

C. T. A. Central Coast Section Classroom Teachers Division.

May 24—David R. Metzler, teacher, Fresno High School; president, C. T. A. Central Section.

May 31—Miss Florence Barnard, educational director, American Association for Economic Education, Boston; auspices California Congress of Parents and Teachers.

* * *

A unique chimes band has been developed by students at Clayton Valley School, Contra Costa county, under the direction of Sherman Millard, principal. The chimes are made of hard drawn seamless brass pipe, sawed varying lengths, and mounted on wooden standards. The band has attracted much favorable comment from music people throughout the state.

COMING

May 3-7—National Congress of Parents and Teachers; 41st annual convention, Richmond, Virginia; headquarters, John Marshall Hotel.

May 4—Observance of Horace Mann's birthday.

May 9—Mother's Day.

May 17-20—American Association for Adult Education; twelfth annual meeting, Skytop Lodge, Penna.

May 18—Goodwill Day. Junior Red Cross, with World Federation of Education Associations.

May 20-22—Diamond Jubilee. San Jose State College. Dr. T. W. MacQuarrie, President.

May 22—Northern San Joaquin Valley annual spring Music Festival. Lodi.

May 23—California School Librarians Association, Northern Section; annual spring meeting in conjunction with C.L.A. Yosemite Valley.

May 24-27—California Congress of Parents and Teachers annual convention. Civic Auditorium, Pasadena.

May 26—Conference for High School P.T. A. officers, principals, etc. 8:00-9:45. Civic Auditorium, Pasadena.

June 7-13—Shut-In Week. San Francisco Shut-In Association, 150 Golden Gate Avenue; Peter R. Maloney, president.

June 21-27—The One Hundredth Meeting, American Association for the Advancement of Science. Denver.

June 26-July 1—N. E. A. annual convention. Detroit.

July 12-23—School Executives 7th Annual Conference. University of California Summer Session, Berkeley. For detailed 6-page folder address School of Education.

August 2-7—World Federation of Education Associations. Seventh biennial conference; Tokyo, Japan.

October 8-9—California School Trustees Association; annual convention, Fresno.

November 7-13—American Education Week; climax of Horace Mann Centennial.

* * *

George J. Badura, principal, Fortuna Union High School, Humboldt County, at the recent convention of California Association of Secondary School Principals, was unanimously elected to the presidency, succeeding Dr. Percy Ethel Andrus of Los Angeles.

Mr. Badura is past president, C. T. A. North Coast Section and is active in many educational and civic bodies.



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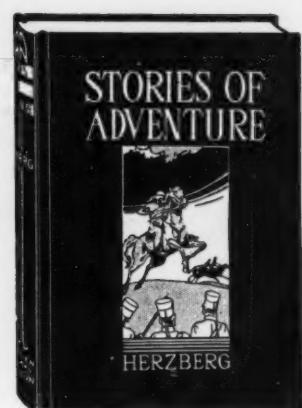
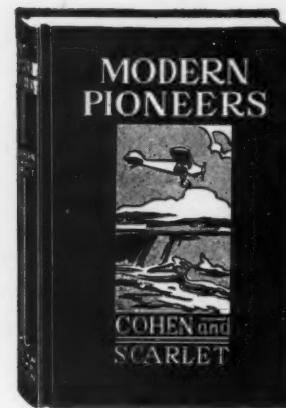
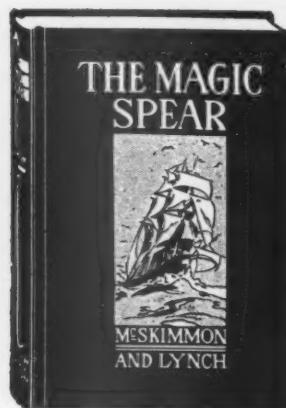
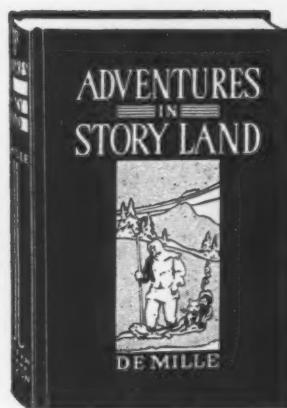
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From Minnesota Journal of Education for November, 1936

ENRICHED READING

A rich program in supplementary reading is perhaps the best single test of a progressive school system. It is some years since Allyn and Bacon's series of supplementary readers came out in response to the need of furnishing a broader program of reading suited to individual interests and capacities. Today it appears in new format, brighter in color—again in response to the discovery by educators of the importance of outward appearance in pupil choices in reading.

The series recognizes the need for old and new. Alongside of the *Odyssey* and *Ivanhoe*, it presents *Boy Life on the Prairie* and *Daniel Boone, Wilderness Scout*. Its editor senses also the need for variety. Goldstone's *One-Act Plays* is among the very best of such collections in print. So also, Obear's *Book of Stories*, and Herzberg's *Stories of Adventure*, all carefully chosen, dramatic, and of special appeal to boys and girls.

Everywhere, biography assumes a new importance.

There is a dearth of such materials suitable for upper grade boys and girls. *Modern Pioneers* meets this need. Again, educators would point their pupils to the major problems occupying the thought of the world today. This Interlocking World presents what is perhaps the most pressing problem. So one could go on throughout the series calling attention to its adequacy for a modern program in reading.

The helps are full and suggestive. The editor, Miss Stella Center, of New York City, is one of the foremost experimenters in the field of reading today. She is alert to problems concerned with finding meaning in the printed page, stimulating thought and discussion, and promoting personal enjoyment of books.

Altogether the series is contributing largely to the solution of a major problem in the upper grade reading today—that of making wholesome, attractive books accessible to boys and girls at prices they can afford to pay.

DORA V. SMITH, *University of Minnesota, President of the National Council of Teachers of English*

Allyn and Bacon

BOSTON

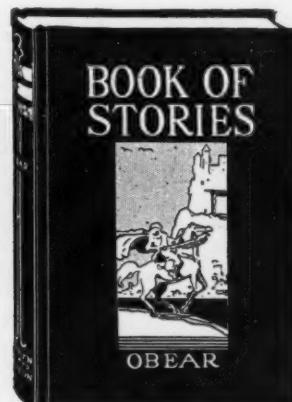
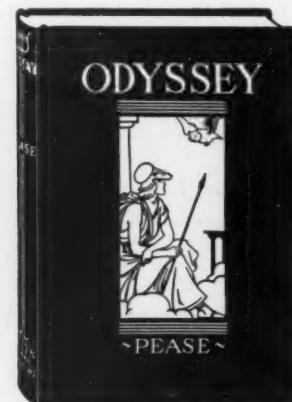
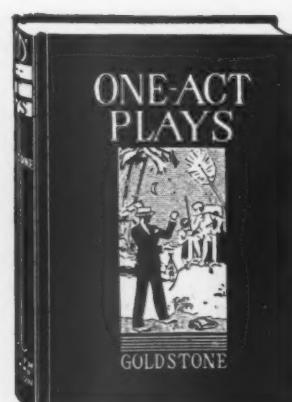
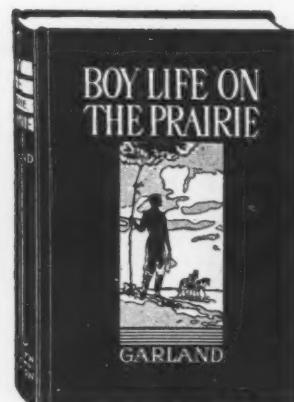
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JUNE

1937

Sierra EDUCATIONAL NEWS



Fujiyama—Sacred Mountain of Japan . . . World Federation of Education Association's Seventh Biennial Conference, August 2-7, at Tokyo, Japan.

CALIFORNIA TEACHERS ASSOCIATION

SPECIAL TRAIN TO N. E. A. CONVENTION

CALIFORNIA TEACHERS ASSOCIATION SPECIAL TRAIN TO DETROIT VIA SCENIC NORTHWEST

CALIFORNIA delegates to the National Education Association Convention to Detroit will travel in a luxurious special train via the scenic northern route, stopping over to inspect the new Bonneville Dam in Oregon, for sightseeing and entertainment in Spokane, for a glorious tour through Glacier National Park and an educational tour of the Twin Cities of Minneapolis and St. Paul.

The special train will be air-conditioned throughout and, in addition to modern pullmans, will carry a full length lounge car and dining car.

Arrangements have been made by N. E. A. State Director Frank A. Henderson of Santa Ana, to make this 1937 tour one of the most comprehensive ever undertaken by the association.

To provide for sightseeing, an evening departure from Los Angeles is scheduled. Morning arrival in Oakland gives Southern Californians an opportunity to view the new Bay Bridges and the site of the 1939 Exposition. Leaving San Francisco, we travel over the scenic Shasta Route, through the Sacramento Valley, past Shasta Springs, Mossbrae Falls, Castle Crags and snow-capped Mt. Shasta.

Leaving Portland next morning our train crosses the Willamette River, and within a short distance, the Columbia River, to the north bank of the latter. Then for over 200 miles we speed along beneath the towering palisades and fantastic rock formations. At North Bonneville we make a half-hour stop to view the new \$32,000,000 Bonneville Dam.

At Spokane we detrain for a short visit, as guests of the Spokane Teachers Council for a sightseeing trip through the city, and dinner at the Davenport Hotel.

Reaching Belton in the morning, our party detrains and will motor to Lake McDonald Hotel to take breakfast, after which we start on the spectacular mountain drive over the new Going-to-the-Sun Highway via Logan Pass, reaching Going-to-the-Sun Chalets for luncheon.

Glacier National Park

After luncheon we journey along the north shore of St. Mary Lake to St. Mary Chalets, where a stop is made to visit the Winold Reiss Art School. Here Mr. Reiss spends his summers, painting his world-renowned portraits of the Blackfeet Indians.

Journeying northward along the Blackfeet Highway to Many Glacier Hotel, we arrive at the focal point of the wonderfully interesting Many Glacier region early in the afternoon.

Leaving Many Glacier Hotel the morning of the 24th, we journey southward to Swiftcurrent Falls and Two Medicine Lake, then on into the Glacier Park Hotel, where a most interesting Indian ceremonial is planned for us.

Leaving Glacier Park, the character of the country

ITINERARY			
Lv. Los Angeles	S. P. No. 75-73	9:00 p m	Sun., June 20
Ar. Oakland Pier		9:17 a m	Mon., June 21
Ar. San Francisco		9:52 a m	Mon., June 21
Special trip across San Francisco Bay to view San Francisco-Oakland and Golden Gate Bridges; also site of 1939 Exposition north of Yerba Buena Island.			
Lv. San Francisco (Ferry)	S. P. Special	10:00 a m	Mon., June 21
Lv. Oakland Pier	S. P. Special	10:30 a m	Mon., June 21
Ar. Mt. Shasta	S. P. Special	7:00 p m	Mon., June 21
Ar. Portland	S. P. Special	7:40 a m	Tues., June 22
Lv. Portland	S. P. & S. Special	8:00 a m	Tues., June 22
Ar. Bonneville Dam	S. P. & S. Special	9:15 a m	Tues., June 22
At North Bonneville, forty-two miles east of Portland, a short stop will be made to view the new Bonneville Dam.			
Lv. Bonneville Dam	S. P. & S. Special	9:45 a m	Tues., June 22
Ar. Spokane	S. P. & S. Special	9:45 p m	Tues., June 22
On arrival, members of the Spokane Teachers Council, headed by President E. R. Jinnett, meet us in cars for a short sightseeing trip of the city, after which we join with the Spokane members for dinner at the Davenport Hotel.			
Lv. Spokane	Gt. Nor. Special	10:00 p m	Tues., June 22
Ar. Belton	Gt. Nor. Special	7:00 a m	Wed., June 23

GLACIER PARK TOUR			
Lv. Belton	Glac. Pk. Transport Co. Bus	7:15 a m	Wed., June 23
Ar. Lake McDonald Hotel	G. P. T. Co. Bus	8:00 a m	Wed., June 23
Breakfast at Lake McDonald Hotel.			
Lv. Lake McDonald Hotel	G. P. T. Co. Bus	9:30 a m	Wed., June 23
Ar. Going-to-the-Sun Chalets	G. P. T. Co. Bus	11:45 a m	Wed., June 23
Luncheon at Going-to-the-Sun Chalets.			
Lv. Going-to-the-Sun Chalets	G. P. T. Co. Bus	1:45 p m	Wed., June 23
Ar. Many Glacier Hotel		3:35 p m	Wed., June 23
Balance of afternoon free for short walks in the Many Glacier region.			
Lv. Many Glacier Hotel	G. P. T. Co. Bus	8:00 a m	Thur., June 24
Stops en route at Two Medicine Lake and Trick Falls.			
Ar. Glacier Park Hotel		11:30 a m	Thur., June 24
Luncheon at Glacier Park Hotel. Indian ceremonial to be given by Blackfeet Indians, with induction of representatives into the Blackfeet Tribe.			
Lv. Glacier Park	Gt. Nor. Special	1:00 p m	Thur., June 24
Ar. Minneapolis	Gt. Nor. Special	4:00 p m	Fri., June 25
Leaving the train, we board Northern Transportation Company busses for a comprehensive sightseeing tour of the Twin Cities, ending at a hotel in St. Paul for dinner.			
Ar. St. Paul	Gt. Nor. Special	4:30 p m	Fri., June 25
Lv. St. P. 1	C. M. St. P. P. Special	10:00 p m	Fri., June 25
Ar. Chicago	C. M. St. P. P. Special	6:30 a m	Sat., June 26
Lv. Chicago	Grand Trunk Special	8:30 a m	Sat., June 26
Ar. Detroit	Grand Trunk Special	3:00 p m	Sat., June 26

	From San Francisco	From Los Angeles
	1st Class	1st Class
Round trip railroad fare.....	\$102.40	\$110.40
Lower berth, one-way.....	22.00	24.25

COST OF GLACIER PARK TOUR

The regular two-day tour in Glacier Park costs \$28.25 per capita, but by arranging our itinerary as we have, an appreciable saving has been worked out, so that all-expense tour through the park will cost but \$20.95.

changes again; the mountains disappear in a purple haze to the west, while the train descends through the rolling benchlands of Northern Montana.

Next we cross the level expanse of the Red River Valley and through the lake region of Minnesota to the Twin Cities, St. Paul and Minneapolis.

Afternoon arrival in Minneapolis gives us an opportunity to view the Twin Cities, after which we will have dinner in St. Paul before departing for Chicago over the lines of the Milwaukee Road.

Early morning finds us in Milwaukee. Entering Chicago, we skirt the southern tip of Lake Michigan. A prompt transfer of our train is made to the Canadian National-Grand Trunk Lines for the run through the fertile valleys and large industrial centers of Michigan, into Detroit.

Arrival there is scheduled at 3:00 p. m. Saturday, June 26, which gives us plenty of time to adjust ourselves in our hotel quarters before the evening N. E. A. banquets and programs.—Adv.



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Cover Picture—Fujiyama, Sacred Mountain of Japan

* * *

Illustrations on cover and page 8, courtesy Board of Tourist Industry, Japanese Government Railways

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Henry G. Clement Retires

Henry G. Clement, Redlands city superintendent of schools, was recently honored in a lengthy display editorial in a leading daily there. Mr. Clement, associated with California schools for the past 28 years, is now retiring because of ill health.

He went to Redlands 1909 as principal of the senior high school, served successfully in that position until 1918, then became city superintendent.

"As director of the educational system for more than 35,000 members of this city's population," declares the editorial, "Mr. Clement has performed with extraordinary skill."

He is a member of county board of education, veteran worker in California Teachers Association, serving on the Board of Directors, and active in many civic affairs.

* * *

Trustees Convention

San Joaquin County School Trustees Association held its recent spring meeting in Stockton. Current legislation affecting school districts and status of trustees was the main subject of discussion. E. C. Skinner, Manteca, has been secretary of the group since its formation in 1931. George Ohm, of Stockton, is president.

* * *

Placement Laurels

CENTRAL Trade School and Merritt Business School, both Oakland public schools, maintain free placement services. Central obtained 507 permanent jobs for students July 1, 1936-April 1, 1937, an average of 13 jobs a week. Merritt, during the same period, obtained 625 permanent jobs for students, an average of 16 jobs a week.

Of these placement services the Oakland schools may well be proud.

* * *

San Luis Obispo

City and County Are 100%

EVERY teacher and school in San Luis Obispo County and San Luis Obispo City is enrolled 100% in California Teachers Association, thus continuing the splendid record of the Central Coast Section in professional spirit. Congratulations to San Luis Obispo!

TRAVEL SECTION



RED LODGE ROAD

NEW SCENIC HIGHWAY SOARS TO YELLOWSTONE

H. E. Petersen, San Francisco

JUST imagine standing on a high place where 250 miles of mountains can be seen with half a turn of the head!

More than 40,000 persons had that experience last year and it is estimated that upwards of 100,000 will repeat the accomplishment this year with the opening of the new Red Lodge Highway in Montana, loftiest road to Yellowstone Park.

Naturally there will be Californians in the lot for individuals and organized tour parties are making reservations now to do their Wonderland sightseeing via the new roadway.

One of the biggest panoramas in the

world viewed from a mountain highway is the Red Lodge road's proud boast. But it has numerous other rare scenic features. It taps a mountain frontier country that has never been tapped before and those first on the ground are getting the first draft of scenic elixir in a hitherto untamed region.

To reach the park from Red Lodge, Montana, the highway surmounts the Beartooth Rockies, the range which contains Montana's tallest mountain—Granite Peak, 12,850 feet high.

Round and about are 300 mountain lakes, 32 of which can be seen at a glance from one point on the road.

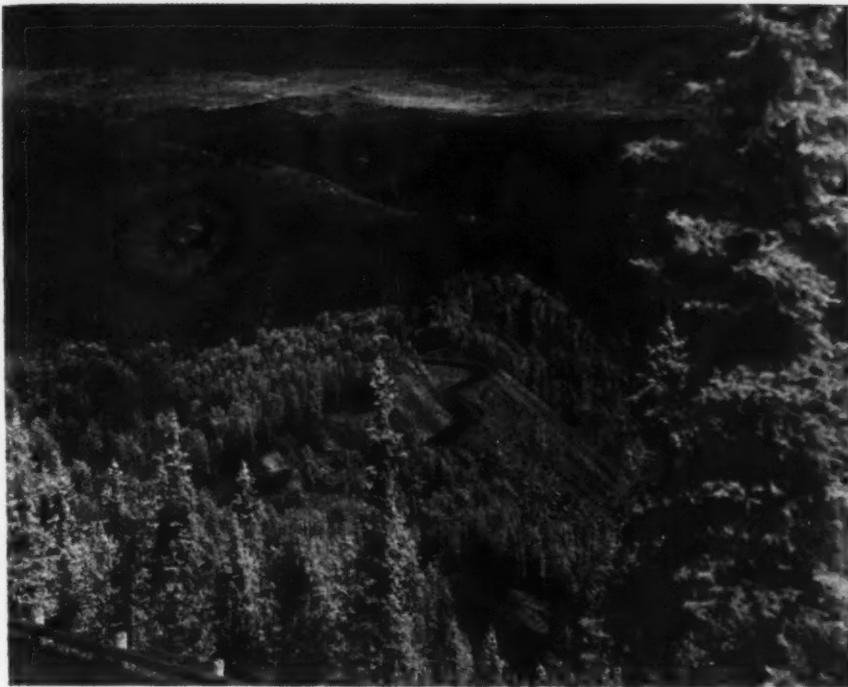
There are forests, canyons, peaks, glaciers, mountain streams, isolated ranches, big wild game and all those things that go to make up a romantically western solitude. One thing is conspicuously absent from the vast panorama and that is any other road. For until now the Red Lodge mountaineers have never had any other road, and they worship this one.

By virtue of it the picturesque city of Red Lodge will find itself a rendezvous this summer for vacationists from practically every state in the union and from foreign countries. Daily through sleeping cars will operate between Red Lodge and Chicago. They will be carried in the air-conditioned North Coast Limited and will go into service about June 18, according to R. J. Tozer, general agent of the Northern Pacific Railway in San Francisco. Yellowstone tour motorcoaches will connect with the trains at Red Lodge.

For the first time a lot of ticket agents shoving the pasteboards and the mile-long "travel spaghetti" through the little grated windows are going to hear that teasing, tantalizing name "Red Lodge," just the sort of a name a frontier town should have.

Red Lodge "Gateway" to Yellowstone National Park. Northern Pacific Railway





New "Top of the Rockies" Highway. Northern Pacific Railway

They and a lot of others are naturally by treaty and must not be trespassed upon. wondering who thought it up. Well here's the story.

Where the town now stands there once stood a great Crow Indian tepee. It was no ordinary one-family affair, and the Indians of that day had not yet set to work to draft the modern apartment house lease. So, as far as can be learned, the big tepee was a tribal ceremonial house where braves and chiefs conducted various conciliatory fumigations, not to say fulminations, stuck colored pins in maps and exhibited charts with strange drawings like bear's teeth which showed the ups and downs in the businesses of scalp-catching, horse-stealing, squaw-beating, enemy-raiding and the like. They called all this "medicine-making" and then to show the stuff they were made of they took their own medicine—and liked it. Quaint customs those goings-on appear today, but the point is, the tepee where they occurred was a very special sort of place. To distinguish it from all others the Crows kept it daubed with red clay of the mountains and there you have it—"Red Lodge."

The first white men on the spot were the only eye-witnesses to the existence of that lodge and following generations take their word for it.

Jim Bridger scouted, hunted and trapped there a hundred years ago. Probably Kit Carson accompanied him, as the two were pals together in the occupation of beaver-trapping along the Yellowstone River. Possibly the mountain men of Astor and Sublette also roamed the forests in quest of furs, although old timers there are a little vague on that point.

In 1868 gold was discovered and the federal government found it necessary to forcibly remind white adventurers that the Red Lodge country was Crow Indian property

smelter. It was 5 years later, however, before the actual opening took place. Then a gold stampede followed. Prospectors rushed in on horseback and on snowshoes. Seven thousand mining claims were staked out. Gold, copper, silver, and lead were discovered. In the spring of 1889 Northern Pacific rails reached the Red Lodge camp to give the miners their first transportation link with the outside world. Still the iron horse could not enter the stark, inaccessible Beartooths and the miners continued to use pack animals to carry out the precious ores. Whenever no pack animals were at hand they carried it out themselves.

In the meantime the Red Lodge country has remained wild and the new roadway has caught it unspoiled by civilization. One of the curiosities of the Beartooths is Grasshopper Glacier where millions of grasshoppers lie ice-entombed. It is believed these insects were overtaken by a snowstorm while migrating through a high pass to the plains beyond and were frozen into the snow.

Back in the gulches lies another Red Lodge freak—pink snow. Footprints in this snow quickly turn pink as if blood-stained due to the presence of a strange algae.

For several years Princeton University scientists and others have been carrying on scientific research in the Red Lodge country. Prominent Europeans have been their "guest artists." In 1931 a research party found the first and only dinosaur egg remnants yet



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discovered in America and a primate's tooth 75,000,000 years old.

Beartooth Butte, along the new highway, is one of the favorite excavating grounds because it is estimated to represent 200,000,000 years of marine history.

One after another—from perpetual glaciers to beguiling meadows of mountain flowers—the Red Lodge road displays its splendors to the sightseer. But its trump card is its altitude.

For approximately 21 miles it runs on top of the Beartooths at more than 9,000 feet elevation. At one point it touches, 11,000 feet. Mile after mile it hugs the 10,000-foot zone far above timberline literally setting a new high mark in mountain sightseeing by highway.

* * *

Bryan O. Wilson, Contra Costa County superintendent of schools, Martinez, issues an attractive and useful bulletin for the schools of his county. Recent issue features education of migratory children, and the testing program as affecting articulation of courses.

HOTELS AND RESORTS

Quiet Dignity

Jazzless Hotel Wins Teachers Favor

THE policy of maintaining a modern, new, centrally located downtown hotel sans all night club entertainment, has found great favor with professional people, according to Stuart C. Williams, manager of the Mayflower Hotel, Los Angeles.

Members of the teaching profession frequently compliment this downtown hotel on its quiet dignity.

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approved this policy," says Mr. Williams.

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Another popular feature innovated by The Mayflower is the unique room rate plan. There is no extra charge for a second person



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C. H. WILLIAMS, MANAGER

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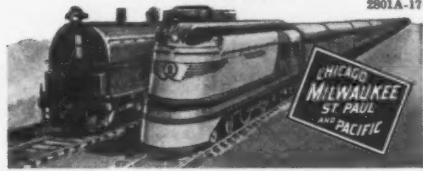
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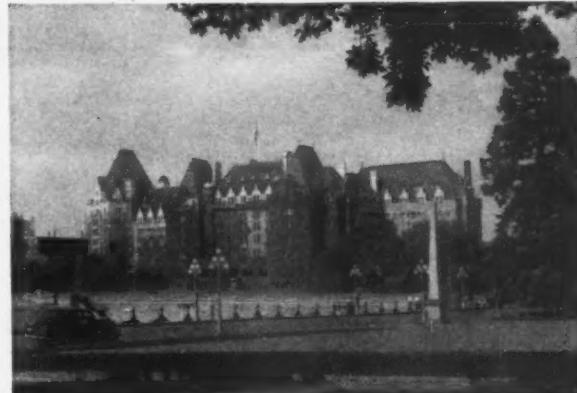
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\$5.00 per day, \$31.50 per week, including meals. Rustic cabins with

covered verandas at scenic points in the Canadian Rockies. Season, June 21 to September 11.

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To lengthen your vacation you can save time traveling by rail. If you plan to drive, ask for "Motoring to Canada" and other literature at any Auto Club office or Travel Bureau or see F. L. Nason, General Agent, Canadian Pacific, 152 Geary St., San Francisco. Wm. McIlroy, Canadian Pacific, 621 So. Grand Ave., Los Angeles.

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Horseback riding at Feather River Inn at Blairsden, Plumas County, California

FEATHER RIVER COUNTRY

A CALIFORNIA VACATIONLAND

Aubrey Drury, San Francisco; Author of "California: An Intimate Guide"

NORTHWESTERN California is a sector of the Golden State that is not so well known as it deserves to be, though every year it is visited by increasing thousands of vacationists. It is a land of gold, too—above all, a land of soaring Sierra peaks and steep-walled canyons, of glorious lakes and plunging cascades.

To reach this mountain-land you may

travel by the Western Pacific Railroad, which pioneered the route into its very heart; by motor coach, or touring car. After July of this year, the highway from Oroville up the North Fork of the Feather River will be open for through travel—virtually the same scenic route which is followed by the Western Pacific, traversing a granite wilderness. This Feather River Highway, completed

by the State at a cost exceeding \$7,000,000 is sure to be a favorite route of transcontinental travel.

Placer Gold Diggings

A satisfying choice of other routes is now open to motorists. One of the foremost is by way of Marysville and Oroville, city of gold, thence up to historic Bidwell Bar, through Bucks Ranch to Quincy, and onward to the resort region around Blairsden, on the Middle Fork of the Feather River. Another route, from Sacramento, is by way of Auburn, Hobart Mills and Sattley to Blairsden.

A third main route from Sacramento and Auburn leads up to Grass Valley, Nevada City, and Downieville, traversing the romantic mining country known of old as "the Yuba Diggings," and continuing to Sattley, on the Truckee-Quincy highway.

Red Bluff and Chico are other popular gateways into the Feather River highlands, by way of Lake Almanor, with roads circling down to Quincy, the county seat of Plumas County and an attractive place of resort.

The popular vacation region on the Middle Fork of the Feather River, centering around Feather River Inn, near Blairsden, is often reached by way of Reno, for the highway thither (U. S. 40) is superb all the way from San Francisco. Blairsden is only sixty miles northwest of the Nevada metropolis.

The canyons of the Feather River, especially that of the North Fork, were the scene of some of the earliest and richest of placer gold diggings in California. Today, visitors here find the inexhaustible wealth of mountain grandeur. Of course, they can still pan for gold along the river-bars and in the riffles, and enjoy it as a placid and not-often-exciting outdoor sport if they have ample time—and "independent means."

Other activities, though, are likely to divert you from gold-gathering. The scenic environment and the perfectly tempered summer climate make this truly the land of outdoor life supreme. Whatever sport or diversion delights you most, you will find it in the Feather River highlands.

Rightfully this area holds high place

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among America's most famous fishing grounds. In rivers, brooks and lakes, anglers secure limit and near-limit "takes" right along. In the snow-fed waters of the Sierra Lakes Basin above Blairsden and the Feather River Inn, fishing is almost invariably excellent. Within a twelve-mile radius of the Inn are fifty alpine lakes, renowned among devotees of the rod and reel. Gold Lake (the largest), the Salmon Lakes, Bear Lake, Long Lake, Jamison Lake, Rock Lake and Grass Lake are well-stocked with sportive trout, which display keen interest in angle worms and flies.

Guides for Fish and Game

Guides may be obtained at Feather River Inn for trips to the haunts of the gamiest fighting fish, and boats are maintained at some of the lakes. "Jerry the Guide," who tramped the trails in the Adirondacks with Theodore Roosevelt, is one of the picturesque mountain-men who take parties into these lake-dotted highlands.

Horseback riding and hiking over luring trails; tennis at the resorts; swimming in the lakes, rivers and outdoor pools; dancing to the lilting strains of talented orchestras—this is a round of vacation fun hard to match, offered by the Feather River play-land.

* * *

Los Angeles Visual Center

A NEW department of Visual Instruction, handling only 16-millimeter motion-picture films, has been opened in Los Angeles by the Extension Division of the University of California, it was announced recently by Professor Leon J. Richardson, Director of the Extension Division.

The new department was established in accordance with recent action to create and stock a film center containing 5000 films for use by Southern California schools.

The Los Angeles department, with offices at 815 South Hill Street, is now booking for the fall school term. The department serves 13 Southern California counties and the states of Arizona and New Mexico. The Berkeley center serves the northern half of the state.

* * *

Officers for 1937-38, California Elementary School Principals Association, Bay Section, are,—president, Mrs. Ella I. Buttner, Mill Valley; vice-president, Kenneth N. Slater, Mountain View; secretary, Kenneth Glines, Albany; treasurer, Beecher Harris, Berkeley; directors, Fred Zimmerman, Oakland, and John Vasconcelles, Mount Eden.

Open June 19

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Including Meals of Highest Standard

Reservations may be made now at our San Francisco office, Ferry Building (Telephone, GARfield 1650). Also, after June 19, at FEATHER RIVER INN, Blairsden, Plumas County, California.

More Vacation per Dollar



Dainty classical Japanese maidens under ancient gate, Tokyo

White Horse Inn in Japan

ANNOUNCEMENT that the internationally famous operetta White Horse Inn, which has just finished a New York run, will next be produced in Japan, writes the newest chapter to Cook's career on the stage which, for nearly half a century at least, has pretty well run parallel to its career as a travel agency.

White Horse Inn, which prominently features a Cook's guide and the travelers he is escorting through the Austrian Tyrol, first became popular in the 'nineties on the Vienna stage, whence it toured the Continent; was revived about ten years ago and put on in every European city of any size; and finally arrived at the Rockefeller Center Theater in New York last fall. As things look now, travelers to the Orient this summer will be just in time to see it produced in Tokyo.

White Horse Inn is far from being Cook's only stage appearance. The New York Sun recently listed under "25 Years Ago Today" the opening of the successful musical comedy, *The Man From Cook's*, starring Stella

Hoban. James T. Powers in a light opera, *The Runaway Girl*, made famous the song, *The Man From Cook's* and there have been countless other stage references to the 96-year-old travel agency. The present—and real—*Man From Cook's*, Malcolm La Prade, who dramatizes travel each Sunday over a radio network, is therefore carrying on a logical tradition, translating stage into radio and so reaching a national audience.

* * *

Temple of the Winds

TEMPLE OF THE WINDS at Athens may be called the oldest meteorological observatory in the world. It is a small octagonal building of marble and was erected about 100 B. C. The eight sides of the temple were built to face in the direction of the winds, states H. A. Hill, manager, American Express Travel Service, with descriptive figures representing the character of a particular wind.

The north wind was represented as a warmly clad man clothed in furs, blowing fiercely on a trumpet; the east wind was expressed by a young man with flowing hair; the west wind by the figure of a lightly clad and beautiful youth with his lap full of flowers.

On the roof and in the center was placed a wind-vane, displaying the figure of a Triton whose sceptre always pointed to the "wind octant."



Japanese school girls in an ancient garden, Tokyo

Harcourt, Brace and Company, Publishers, have recently brought out five noteworthy new books. Three are in the social science field,—Exploring Geography, Men and Resources, Government in Action.

Champions is the third book of the Harcourt, Brace series for slow readers. For dramatic classes is The Play Book, already attracting wide interest.

THE SCHOOL LIBRARY

Elizabeth Arnot, Librarian, Senior High School, San Luis Obispo

ONE of the pleasantest rooms in the high school building is the sunny, book-lined room in the southeast wing—the school library. Its long windows open on pleasant vistas of green, tree-crowned hills; and the pictures on the walls carry one to far places and historic scenes.

Though physically somewhat set apart, this quiet, sunny room is like a mirror reflecting every activity of the school. To it at some time during the day come most of the students, bringing the problems that have been set for them in the classrooms. For the reorganization of the curriculum has made the school library the very center of every phase of school life. New and improved methods of teaching demand many kinds of materials to take the place of the dethroned textbook.

Books, magazines, newspapers, pamphlets, maps, and pictures all have their part in enriching and enlivening class work, and it is the function of the li-

brary not only to acquire and organize these materials for its patrons but to instruct them in the independent use of libraries as well.

The library has another important, if less obvious, function in the school. Mere facts learned from books are less valuable than the development of right social attitudes. The library has a splendid opportunity of sharing this training with other departments of the school. For where can you find more vivid illustrations of the respect for and care of public property than in the library? Where is lack of consideration for the rights and privileges of others more glaring? Where can the fundamentals of honesty, courtesy, and kindness be better taught?

The most satisfying phase of school library work is that of helping boys and girls to form life-long friendships with books. It is not enough for them to learn to use the library effectively in their search for information. They must be given the opportunity of discovering for themselves the companionship, the joy and inspiration which books provide. Always there are those who turn instinctively to books, capable of choosing for themselves, impatient of guidance or restraint. But there

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are many more who have to be gently guided to find the riches locked between the covers of books.

Recommending books is a ticklish business. Finding the right book for the right person at the right time argues unlimited resources of books, time, and patience. All too frequently the choice must be made from depleted shelves in the hubbub of passing classes. There are many failures; but to the school librarian there are few sweeter words than "Gee, that was a swell book; will you find me another?"

Western Association of Teachers of Speech, organized 1929, has as secretary-treasurer J. Richard Biery, Los Angeles Junior College; Edward Z. Rowell, University of California, is a member of the council; president is Elwood Murray, University of Denver.

A Roundabout of Books is a valuable annotated guide, now in its tenth issue, compiled by California Library Association section for work with boys and girls. Frances Sayers is chairman and Jewel Gardiner, secretary-treasurer.

F. G. Macomber, supervisor of curricula and Instruction, Riverside City Schools, made a notable address at recent meeting at San Diego of California Elementary School Principals Association, Southern Section, on the topic: "What are the implications of our present knowledge of child development and of the philosophies of progressive education to our elementary school organization and administration?"

Mrs. Florence Duvall Mount, principal, Fletcher Drive School, Los Angeles, and president of the Southern Section group, highly recommends this presentation.

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FRANK F. MERRIAM
GOVERNOR

State of California
GOVERNOR'S OFFICE
SACRAMENTO

May 19, 1937

To the School Teachers of California:

Two measures of vital concern to the great public school system of California having been approved by the Legislature, have come to my desk recently for signature. One was Senate Bill No. 104. The other was Senate Bill No. 566. Both were introduced by Senator Tickle. Senate Bill No. 104 provided for a minimum salary of \$1320 per year for school teachers in California. Senate Bill No. 566 adjusted tax rate limitations for school districts in the State, decreasing aggregate limitations in most instances, increasing them in none. This measure, however, permits boards of trustees of boards of education of elementary school districts to allocate revenues for purposes of operation or building a discretionary authority not allowed under the old law. Thus the measure places elementary district finances on the same basis as has existed for years in high school districts.

In signing both of these bills I am gratified to reaffirm my faith in our public schools as one of the most, if not the most, important institution of American democracy and to congratulate the teachers of California for their consecration to the great cause of education, aiming as it does to send out into adult life young men and women trained to appraise the problems of this modern world with intelligence rather than with emotion.

Very sincerely yours,

Frank F. Merriam
Governor of California

FFM:pa